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THE JUNIOR COLLEGE JOURNAL

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Meeting the Public Mind

[EDITORIAL]

I think educators by and large fail utterly to realize that the mass public is vastly confused by not knowing objectives of education, the difference between the various institutions of learning as based on maturity levels, and the trick terminology such as "terminal courses," "general education," "vocational studies," etc. This sometimes comes as a surprise to my professional colleagues. They so often fail to know that in public relations it is not what you say but what people think you say that molds public opinion. Moreover, as in vaudeville stories, much argument needs to be almost spectacular to get over the footlights.—Letter from HERBERT B. MULFORD, Chairman, Educational Advisory Committee, Illinois Association of School Boards.

Dr. Talcott Williams, former venerable director of the school of journalism at Columbia University, used to delight in the phrase, "Their minds met." It is a lawyers' phrase, expressing the fact that two men, parties to a contract it may be, have understood one another. When Mr. Mulford so sagely observes that "it is not what you say but what people think you say," he means that the mind of the public must meet the mind of the educator, if education is to prosper.

The head of a junior college realizes how urgent it is that the public should understand his institution and its aims. He needs the support of the public or he cannot go on. For the public, directly or indirectly, supplies his finances. It sends him his students. It receives again his graduates, supplies them their

jobs, and enfolds them in the environment in which they are to live.

The administrator, therefore, must tell the world his story. This is his problem of publicity—a challenge which some educators delight to meet, but which others find always beset with snares, pitfalls and disappointments. To none, probably, is the course of publicity ever entirely free from difficulty.

If the educator wants to meet the public mind he must go out to meet it. He cannot expect the public mind to come to him—except by degrees. It is he who seeks the meeting. Mahomet must go to the mountain. This is why he must heed not only what he says but what people will think he has said. He must be sincere. But he must make himself plain.

On occasions, indeed, and for many audiences, he cannot even choose the topic that may seem to him most immediate. For the subject matter would be unfamiliar and the vocabulary would be strange. And yet this perhaps, for the administrator himself, is a good thing. For it means that he cannot talk and write about his own program, his own aims, his own wishes. He must discuss the people's plans, the public situation and the community's wishes. He must talk about their boys and girls, their school and their town. And that,

really, after all, is the viewpoint the administrator needs to get.

Fortunately, there is not one public; there are several. There are groups within groups. The high school graduating class, for instance, is one—and the parents of these graduates. Such people are already interested. And on the basis of this interest the college can address them a special message, by direct mail and personal interviews.

Other special groups are of course the alumni and any patrons who can be induced to visit the campus, whether for adult classes, lecture courses, open houses or athletic games. Anything that familiarizes the person with the institution moves his mind over a bit toward a new meeting place where he can better understand its aims and problems.

The whole publicity process requires patience, tolerance and good humor. Patience is necessary because the process is slow. Minds do not come to new meeting places all at once. The public cannot be interested in something with which it is not familiar. And it will not familiarize itself readily because it is not interested. But here a little, there a little, increments are added. It is like rolling a snowball. Publicity for the junior college movement gains scant attention in a town which has no junior college. And terminal education means nothing where the phrase is not understood. But the time comes when the doings of the local junior college are a part of the news of the town. And the time will come also when terminal education will be a common concept.

Publicity requires tolerance and good humor because the publicity seeker must learn to see his own enterprise through the eyes of this unfamiliar public mind to which he is trying to make himself familiar. He must be

able to interpret himself—an almost impossible procedure, sometimes. It is, in fact, so difficult that many administrators prefer to have someone else undertake it for them. Here is the function of the publicity man. One step removed from administrative responsibility, yet close enough to understand the administration's aims, the publicity man looks at the college through the eyes of this unfathomable public, whose viewpoint he makes it his business to get and keep.

And the viewpoint of this public is not so unfathomable either. It is simply the natural curiosity of an onlooker who sees something from the outside. Such an onlooker finds himself interested in anything unusual on the surface but he cannot see very far into the interior. The publicity man must take this cue. Often he is more superficial than he and the administration would like him to be. He must be ever alert to the unusual, and sometimes will be at a loss how best to deal with the significant, but not at a loss there either if he can make the real significance apparent.

The best basis for successful publicity is an honest, alert, constructive institutional program, serving the best interests of the community. This program the administrator and the publicity man will interpret, here a little and there a little, in terms of the public's own interests. And as it becomes understood, and so becomes familiar, its fruition will be a cumulative public interest, no longer as mere publicity but as real news, a subject matter on which the public will insist that it must be informed. By that token the educator will know that his mind and that of his public have met, and that they are working together for the common good.

EDWARD F. MASON

Educational Democracy Extending Itself

WILLIAM H. BARNARD*

We can best understand the growth of a given movement or concept usually by studying it in its historical perspective. The growth of our democratic concept in education may well be viewed in this manner.

The very beginnings of the democratic concept were expressed in our earliest elementary schools when they were first established in this country. There were at least three distinct points of view expressed in early colonial days, those namely of New England, the Middle Colonies, and the Southern Colonies. In New England, using Massachusetts as an example, laws were passed in 1642 and 1647 which made it mandatory that towns establish schools for their children, and designated officials to see that parents sent their children to them. The Middle Colonies, such as Pennsylvania, were interested in education but felt that the responsibility should be left to private and parochial efforts. In the South the aristocratic view was largely taken; hence education was primarily a private matter.

The attitude of the New England group was considerably more democratic, and proved, in the end, to be far more influential upon the development of a free and public educational system. As the country continued to grow and develop, each of these early concepts relative to education expressed itself—often in bitter struggle—but one can see the gradual emergence of the democratic concept, and the ultimate over-

throw of the aristocratic and the parochial attitudes.

In the secondary school, one may see likewise a growth of the democratic concept. The first secondary school was the Latin grammar school. This was solely a product, a hand-me-down, from England and was everything but free and democratic, but with the growth of the country and of the democratic concept, the academy emerged, a strictly American product which was far better adapted to the needs of the masses. At least it was semi-public, and its curriculum was designed to be useful as well as ornamental. With the lapse of time and a further growth of the concept, there emerged the high school, of which Kandel suggests:

The public high school of the United States is . . . a unique institution; . . . and it is still in a stage of transition. In the history of education it is the first experiment in the attempt to provide a suitable education for all the children of all the people at public expense in a single institution.¹

The curriculum of the secondary school also reveals a gradual change in order that the democratic ideal of giving every boy and girl an equality of educational opportunity might be attained.

The continuous reconstruction of the democratic concept may be seen also as it is related to "school failures." There was a time, in the not too distant past, when teachers boasted about the high standard they were maintaining and the attendant large numbers of failures. But

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¹I. L. Kandel, *History of Secondary Education*, Houghton Mifflin Company, New York, 1930. p. 496.

with the increase in this mounting educational waste, people began to wonder whether in reality the child was the misfit or if it might not be the curriculum or the method. Ultimately, both educational leaders and the public developed an attitude that may be expressed somewhat as follows: You can find misfit clothing; misfit teaching; misfit curricula; but you can never find misfit children.

The final item to be mentioned as representing the growth of a democratic concept in education is the public junior college—an institution which without doubt owes its rapid rise to this same demand for greater opportunities for the great mass of boys and girls eligible for additional school experiences. That they need something different is repeatedly emphasized.

A recent study of the American Youth Commission reveals that last year there were in this country about 3,400,000 young persons between the ages of 16 and 24 who were out of work and not in school; they constitute nearly one-third of the total unemployment problem.

Many new agencies have been established to help youth. Some of these are of a voluntary nature, others are governmental. More and more state and federal governments have been assuming a share of the responsibility for aiding young people. . . . Many of the programs thus far evolved to assist youth have been, or were assumed to be, emergency programs.¹

That the liberal arts colleges and the universities are not meeting this democratic demand may be seen from the following recent data from a sampling of these colleges:

In September of each year there are admitted to American colleges nearly 300,000 freshmen, hopeful young men and women, candidates for the bachelor's degree. Four years later a little more than half of these young people receive their coveted diplomas. What becomes of the other half?

The great majority of students drop out of college because of inability to maintain scholastic standing, financial difficulties, or a loss of ambition, often due to one of the other two causes.

In the 230 colleges reporting, the proportion of students dropped for scholastic failure varies from 2 to 70 per cent of those who disappear each year. The average is close to 25 per cent; perhaps as many more voluntarily discontinue their courses because of their conviction that they cannot carry on their college program.

That is, about 5,000 students in all classes, the majority of course freshmen, each year are notified that they have failed so completely that they cannot remain in college. If we may apply the same ratios to all American colleges . . . we find that our colleges annually dismiss from 25,000 to 30,000 registered students for academic failures.

Cannot the colleges adopt some method of aiding these unfortunate boys and girls? Should not there be in every college a "reclamation department," which can undertake to save the larger proportion of good-intentioned students who fall by the wayside before they are able to acclimate themselves to an academic atmosphere?

I am of the opinion that we cannot expect the colleges to greatly modify their present practice. College faculties, on the whole, are very conservative, and they are subject-centered rather than student-centered, and I cannot be very hopeful that they will soon accept the philosophy of fitting the curriculum, or courses, to the interests, needs, and capacities of their students. The Procrustean bed is made and all who do not fit it must have their feet lopped off.

The democratic concept demands that the needs of all high school graduates be met, and as I view it the public junior college is the only long-term solution. This institution now aims to provide adequate and varied curricula, with an increasing emphasis on terminal courses, so as to meet the needs and capacities of all boys and girls who have completed high school—and this under

¹L. D. Coffman, "The Youth Problem and Leisure," *The Educational Record* 20:5-9 (January 1939).

²Everett Lord, *Student Persistence in American Colleges*: Report on a survey made on Alpha Kappa Psi Fraternity (Alpha Kappa Psi, Indianapolis, 1938), pp. 3-4.

an environment nearer in keeping with their maturity and general growth and achievement. In fact it may well become the "Reclamation School"—salvaging those who, because of various reasons, might fall into that large group of failures in the usual college or university; salvaging those who could not attend other institutions because of financial costs; salvaging those whose interests, needs, and capacities are not being adequately cared for in the altogether-too-academic college program that we now have in most of our colleges and universities; and finally salvaging that large group of high school graduates who are not eligible, from a scholastic point of view, even to be admitted to our four-year colleges and universities. The present college program merits study and revision for those who are to remain four years, but for that large group who plan to attend college only one or two years, revision is imperative. The sad part of it is that our colleges and universities, for the most part, seem to assume that those whose stay in college is to be brief, should receive the same educational diet as those who are to continue and receive a degree. Such procedure reveals lack of insight or is the height of educational laziness.

That the public junior college is, in part, meeting the challenge of adapting its program and method to the needs and capacities of this group of students may be inferred from the fact that enrollments in these institutions show a decided increase over those of the four year colleges and universities.

The greatest increase in enrollments in the junior colleges of the country in the history of the junior college movement is shown by an analysis of the data appearing in the 1940 *Junior College Directory*. . . . The enrollment has increased in a single year from 155,588 to 196,710 . . . a distinctly significant growth

of 26.4 per cent. . . . Incidentally it is interesting to note that President Raymond Walters' summary of "Statistics of Registration in American Universities and Colleges, 1939," as published in *School and Society* (December 16, 1939), shows an increase in enrollment in his representative four-year colleges and universities of only 1.2 per cent this year over last year.⁴

There can be no questioning the statement that a rather large group of the boys and girls in this country who are graduates of our high schools either do not have the money to attend our present four-year colleges or universities or would not make good in those institutions as their present curricula stand. Furthermore, because of the tremendous unemployment, our society cannot employ these young people nor does it want them to become competitors for employment until they become a little older. In this situation, our democratic concept calls for the tremendous expansion of the public junior college. This expansion in no way sounds the death-knell to the present four-year college—not even to the work in the first two years—as the functions of these seemingly overlapping levels of work are very different. The democratic concept demands that all graduates of high schools have the opportunity of additional school experiences, and that these be of such a nature as to meet the needs of those eligible for such additional work. This differs from the traditional concept, and includes a much larger group than the student body now attempting work in the four-year colleges. Many of the colleges are selective in their admission requirements. The public junior college can use no such selective methods. It must actually represent "Educational Democracy Extending Itself"!

⁴Walter Crosby Eells, "Junior College Growth," *The Junior College Journal*, 10:335-339 (February 1940).

"College and You": or Guidance by Radio

ROY E. MORGAN *

About two years ago the *Junior College Journal* published several articles¹ on junior college radio programs, but since that time this phase of the junior college program has seemingly been quiescent. The present paper is another contribution to the literature on this subject, and one that may be of particular interest to those institutions at present thinking about or planning a radio program series. Keeping in mind La Rochefoucauld's maxim that "Nothing is given so profusely as advice," the present offering is made more as a case history than a final authority.

Last spring the faculty and staff of the Hazleton Undergraduate Center of the Pennsylvania State College, after a few months of discussion and study of the problem, decided to attempt a radio program series. A faculty committee was thereupon selected to lay out plans for the program and to contact officials of the local radio station. The Hazleton Center had previously been on the air, it might be pointed out, although these earlier programs had been spasmodic, not sustained efforts. Mr. Victor Diehm, manager of radio station WAZL, Hazleton, was quite pleased with the idea and a six-weeks' program series was immediately planned to go on the air in May and June.

* Assistant Administrative Head, Hazleton Undergraduate Center, The Pennsylvania State College, Hazleton, Pennsylvania.

¹ J. N. Smelser, "Does Your Junior College Broadcast?" *Junior College Journal* (October 1938), 9:8; and Spencer B. King, Jr., "Mars Hill College Gets the Air," *Junior College Journal* (December 1938), 9:112.

AIMS SET FORTH

The aims of the program, as outlined in the committee's minutes, were threefold. Probably a brief examination of each one would be helpful.

1. *Educational*: It was felt by the group that any series to be conducted by an educational institution should have this as its foremost goal. At the same time it was realized that in order to appeal and thus achieve their educational ends the programs would have to be as entertaining as possible.

2. *Experimental*: These programs were frankly being undertaken by the organization as an experiment; it was for that reason alone that a short series of six weeks was announced at the time. They would be experimental in the sense that the faculty and staff could determine whether or not it would be possible for them to produce a worthwhile 15-minute program every week, as well as in the sense that those in charge of the program could seek to discover which types were most satisfactory for their especial use.

3. *Institutional*: Naturally at the same time there were hopes that the services of the Hazleton Undergraduate Center could be more definitely brought to the attention of a wider population, perhaps a portion of the citizenry that had not previously been much more than aware of the existence of the institution. Conversely, when the public found out what the college was able to do, perhaps they would turn to it with requests for services which ought to have been, but up to that moment had not been, thought of.

PROGRAM SERIES

It was finally decided to present a series of programs under the title "College and You," a series designed to offer educational guidance particularly to the high school graduates of that spring. The series was aimed at showing the place of the junior college in the educational pattern, the courses available in a typical junior college, the characteristics of the junior college, the steps beyond the junior college, the value of education in an individual's life, and similar topics. In all cases the educational dose was to be administered as pleasantly and palatably as possible.

The various programs were then assigned to different faculty committees to prepare, since the entire series was written, directed, and produced by members of the staff and students of the Center. Although one of the programs later had to be abandoned because of the term-end, the titles and summaries of the entire six are as follows:

1. "The New Step in the Educational Ladder: A History of the Growth and Development of the Junior College."—In "March of Time" fashion this opening sketch depicted the progress of the junior college movement, with certain references to the local institution, as well as sufficient material of a guidance nature that would serve to show a high school graduate how the junior college could help him solve his educational problem. The idea was developed by the "program-within-a-program" technique, having a group of high school boys and girls tune in this educational feature on their radio at home.

2. "Choice of a Curriculum: The College Freshman's Problem."—Educational guidance was the paramount theme of this dramatization, guidance being introduced by having four pros-

pective high school graduates attend a Sub-Freshman Day program at a mythical University College. While there, all of them had an interview with the dean, and each had an individual interview with the respective heads of the science, general, engineering, and education divisions of the college. Through these interviews it was possible to emphasize such ideas as an engineer's need for good English training, science requirements in a pre-medical program, the exploratory nature of the first two years in a general lower division program, the advantage of taking part in extra-class activities, and so forth. This program was put on with freshmen at the Center as the students and members of the faculty as—the faculty.

3. "Choice of a Career: The Junior College Graduate Faces the Future."—With the "Where do we go from here?" attitude of the junior college graduate as its theme, this 15-minute episode attempted to point out the possible avenues of effort after one's junior college work was completed. Here on the University Junior College campus the annual "Farewell Dance" had brought together four couples who have had widely diverse satisfactions out of their junior college careers. One of them, having finished his junior college work, is now ready to complete law school; another is leaving U.J.C. to join the Army Air Corps; another is to enter a teacher-training institution. On the other hand, one of the young girls emphasizes the fact that she took a two-year junior college course not because it would help to make her a living, or a better housekeeper, but because it would serve to make her a more interesting person. Still another member of the group, now completing his two-year program, is going into his father's business, another

into nurse's training, and a third into a physician's office as a medical secretary. Despite the obvious educational purpose, the program did have dramatic unity, interest, and humor.

4. "Education in a Democracy: The Place of the Junior College."—This was the one program in the series which we found it necessary to drop, although the completed manuscript had been prepared. It was to be handled by members of the Education 1 class at the Center and was to be conducted as a typical classroom discussion with, however, more continuity and humor than perhaps the average class session has. The discussion was to start with an analysis of the junior college as "the people's college of the 20th century just as was the high school in the 19th." Then various members of the group were to emphasize such phases of the junior college program as: student government, activities, student-teacher relationships, guidance, terminal programs, transfer, etc. In order to enliven the discussion several apparently original tricks for this type script were to be introduced, such as brief "Before" and "After" thumb-nail sketches, identifications of terminal vocations through sound effects, 30-second interviews, etc. Whether all these ideas would have worked on the air still remains to be proved, but we hope to find out some time this year.

5. "Evaluating College: The Alumni Look Back on Their Own."—The title of this program is self-explanatory, and it was produced by members of the Hazleton Undergraduate Center Alumni Association. Here are brought together four junior college alumni, each of whom has graduated from the senior college of his choice, to chat about their own values of a college education. Dur-

ing the course of the discussion it is brought out that many college graduates end up at jobs for which they had not particularly prepared themselves in college, that guidance is almost nonexistent at most senior colleges, that broad educational training is perhaps better than mere specialization, that—well, frankly, that college graduates have some sound ideas about what is right and what is wrong with our present educational system.

6. "The Citizen Looks at Higher Education: An Evaluation and Summary."—For this concluding program several of the leading local citizens were invited to participate in a round-table discussion of higher education. The four taking part in addition to the two faculty members were a minister, a physician, a Y. W. C. A. executive, and a banker. This was probably one of the most interesting of the series—so interesting, in fact, that we have been specifically requested by the radio station staff to arrange more programs of this nature for them. Among the questions posed for discussion at this session were the following: Who should go to college? What can the community expect of its more highly educated members? What should the community invest in higher education? What types of higher education are available? As it so happened, the program was really only getting into high gear when the 15 minutes were up.

Probably the program of most general interest and one that with a few changes could be used by any junior college conducting a radio program is the first one on the history of the junior college movement. However, either the second or third programs could also be used by any other institution without any changes, since there are no local

references. The complete series could easily be adapted for the use of any other junior college, particularly in the spring when it might be of definite service to prospective high school graduates. Although space limitations prevent the inclusion of any of these scripts in the article, arrangements have been made with the American Association of Junior Colleges to have mimeographed copies of the programs prepared and distributed to those interested, at the cost of mimeographing and mailing.

CONCLUSIONS

As for the future of our radio endeavors, that is still in the books; but the past has already taught us certain lessons. Assuredly the series was educational for the faculty and staff of the Center, even if we have no accurate index of the public's response to it: definitely educational for us since it provided a fine opportunity to try different types of programs and varied techniques. As an experiment the series was also a success if only because it proved that we could handle such a project as this. We also feel that in a limited fashion the programs have had certain institutional advantages; for one thing, the interest of the citizens who participated in the round-table forum has assuredly been aroused, and at the same time we have succeeded in earning the complete cooperation of the radio station management. All in all, it seems to have been an endeavor worth undertaking and one which we hope to continue in the future.

KANSAS PLANS

Plans are under way for the establishment of a public junior college at Great Bend, Kansas. Building conditions will probably postpone its opening until 1942.

TRINIDAD BUILDINGS

Trinidad State Junior College, Colorado, has now in progress two buildings sponsored by the college, Las Animas County, and the Works Progress Administration. One is a classroom building, valued at approximately \$85,000, three stories high, 72 by 127 feet. The other is a gymnasium, valued at approximately \$70,000, with a full basement housing a recreation room, band room, coaches' office, shower rooms for men and women, and a playing floor 114 by 60 feet. The outside dimensions of the building are 118 by 77 feet. Plans have just been completed and submitted to the Works Progress Administration for two more building projects. One is a hangar to facilitate aviation training. This hangar is to be 74 by 76 feet. The other project is a two story vocational building, 54 by 76 feet.

INDUSTRIAL EDUCATION

The trade school division of the San Bernardino Senior High School, San Bernardino Valley Junior College, and the California State Department of Employment now have in effect a program of cooperative vocational education, guidance and placement service which fits young people for employment in practically all of the occupations for which trained personnel is needed in the San Bernardino valley. Since last March, over 1,400 young people have been placed in suitable employment.

FERRUM ENDOWMENT

A proposal that Ferrum Training School, Virginia, be authorized to undertake a \$100,000 endowment campaign in order to become an accredited junior college was approved by the Virginia Methodist Conference at its October meeting at Roanoke.

Public Relations for the Junior College

MAX ROGEL *

A sound public relations program is a necessity for any college. Scientifically and constructively administered, it is a boon. The success of such a program in Essex Junior College, New Jersey, demonstrates that fact.

The junior colleges in New Jersey have encountered the tribulations associated with experimental undertakings. Even yet, a majority of the people fail to recognize fully the values of the junior college. Many still think a junior college is a prep school or a fancy name for a business school or commercial enterprise.

Essex Junior College was determined to find out the exact standing of the junior college in the community. It polled many of the community dwellers to analyze their reactions to the institution. The results of this poll were used as the guide for a public relations program.

The answers were astounding. Ignorance of the entire movement prevailed even among those people who had relations with the institution. Even some of the parents of students enrolled at the college were not too sure of its exact purpose. And a similar ignorance would be discovered by every junior college in the state.

To overcome this lack of understanding, a public relations program for Essex Junior College was finally set up. The ultimate purpose was to demonstrate the educational values of the institution and to eliminate fallacies current about the entire junior college setup. There were

many ways in which this could have been accomplished. The college chose two—the newspaper as a medium of appealing to outsiders, and extra-curricular activities as a means of educating those related to the institution in some way.

Newspaper publicity was a hard nut to crack. Most of the editors did not know what the junior college was, and one editor even went so far as to put all junior colleges on the commercial list. This meant that the college could not get a line into the newspaper unless it was accompanied by an advertisement. Such a position was untenable.

The remedy required much talking and demonstrating, but such action was a basic necessity to the sound welfare of the junior college movement. The editors were shown how the institution works. They saw the educational standards of the junior college, and the transfer credits given to students who transferred from a junior college to a senior university. It was a slow but steady uphill fight, and we won. The fruits of triumph were indeed sweet when the editor crossed the name of the college, and those of the other junior colleges, from the commercial list. This action meant “open sesame” to the newspaper medium.

That did not mean that the colleges were able to flood the papers with publicity, but it did mean that the papers cooperated in sending the college message to the reading public. Stories were written by reporters telling of the purposes of the junior college movement, and how it had grown in New Jersey.

* Director, Bureau of Public Information, Essex Junior College, Newark, New Jersey.

Their reports welcomed the junior college as a new and needed educational institution. One paper editorially went so far as to say that these institutions were a credit to the state.

They were writing our message. They were calling us a college. One part of our battle, and an important part, was already won. It is needless for any of the junior college educators to minimize the importance of the press. They helped pave the way for a healthy understanding of the junior college in the future, and the movement owes them a vote of thanks.

The second part of the battle was still to be won. With newspaper publicity moving along unimpeded, we now turned our attention to an internal campaign to educate the community as to the work and value of a junior college. This was as important as newspaper publicity. Both aspects of the plan were necessary; neither would have been effective without the other.

The first point on the program was to set up a speakers' bureau. We sent out speakers to various organizations in the community and advertised the fact that they were available. They would speak on anything assigned to them, and we managed to get experts, so as to give credit to the junior college movement.

The second important point was to develop our extension division of general education. Courses of general interest, such as photography, social welfare, hygiene, psychology, and tax work, were given. This was to appeal to the general public who do not feel at home in regular college courses, but are more inclined to what are termed "adult courses." The success of the extension division is a tribute to the wisdom of such a division. And it has helped tremendously in building up good will in the community.

Good will was the ultimate objective. How else were we to break down the barriers of ignorance about the junior college movement? Good will was the goal, and as good will increased, more people became interested in learning the real meaning of the junior college movement.

The college did other things. It set up a research bureau to conduct polls of interest to the community. It ran forums, and invited the public. Admission fees to basketball games were eliminated because the college wanted large crowds to see its students at play. The college staged an extensive psychological exhibit, and the attendance was still another triumph.

The program is successful. But the goal is still not fully achieved. New ideas must continually be developed, to keep the community thinking and talking about the junior college. That is the only way to achieve the success of the junior college, especially when it is still in the early stages of its growth.

TENNESSEE WESLEYAN

Tennessee Wesleyan College announces the completion of its campaign to meet the challenge laid down by a friend who proposed to give \$100,000 to include \$75,000 for a library on condition that other friends would supply a like amount. The new library building will be known as the Merner-Pfeiffer Library in honor of the donors.

JUNIOR COLLEGE FOR ELGIN?

Discussion of the advisability of organizing a junior college at Elgin, Illinois, took up the greater part of the time at a meeting of the board of education October 2. No definite decision was reached, but it is expected that the matter will be considered at several later sessions of the board.

Remedial Reading Programs

JOSEPH E. ZERGA *

The purpose of the present investigation was to determine the extent of remedial reading programs now existent in the junior colleges of the state of California, both public and private, including a survey of the methods and materials used. The investigator is indebted to those faculty members and administrative officers in 22 junior colleges† who offered their cooperation, and without whose help this paper would never have been written.

A questionnaire was sent to the administrative head of each of 49 public and private California junior colleges. Of the 49 questionnaires sent out, a total of 22, or 45 per cent, were returned. The data were as follows:

Of the 22 institutions answering, seven offer remedial reading programs, 13 do not offer remedial reading programs, and the remaining two did not answer.

Ten institutions offer remedial reading aid, one institution does not offer aid, and the remaining 11 did not answer.

In one institution the remedial reading program has been in effect for one year, in three institutions for two years, in two institutions for three years, in two institutions for four years, in one institution for five years, in two insti-

tutions for six years, and in one institution for seven years. The remaining 10 institutions did not answer.

In three institutions the program is listed under the departmental heading of Psychology, in seven it is listed under English, and in one under Orientation. The remaining 11 institutions did not answer.

One institution has an instructor devoting full time to the program, 11 do not, and the remaining 10 did not answer.

Seven institutions have regular weekly periods set aside for the remedial work, five do not, and the remaining 10 did not answer.

In only six of the 22 institutions is the remedial reading program a semester course. The number of students enrolled in the course each semester or quarter ranges, in the various institutions, from 20 to 300.

Seven institutions give credit for the course and three do not, the amount of credit given ranging from one to three units a semester.

The testing materials used by the various institutions are as follows: Three institutions use the Whipple Test of Comprehension, seven use the Inglis Vocabulary Test, six use the Nelson-Denny Reading Test, one uses the O'Rourke Vocabulary and Reading Power Test, one uses the Traxler Silent Reading Test, and nine institutions use the Iowa Silent Reading Test. Testing materials used, other than those listed on the questionnaire, are as follows: One institution uses the Columbia Research

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† Bakersfield, Brawley, California Polytechnic, Citrus, Coalinga, Compton, Fresno Technical, Fullerton, Holmby, Long Beach, Marin, Menlo, Pomona, Porterville, Reedley, Riverside, Sacramento, San Benito County, San Bernardino Valley, San Francisco, San Mateo, Santa Rosa, and La Sierra.

(college level) Test and the Stanford Achievement Test; one uses the Cooperative Literary Comprehension Test, the Schrammel-Gray High School and College Reading Test; and one uses the Stanford Study Habits Inventory and the Gray Oral Reading-Check-Tests.

Only three of the 22 institutions use instruments in their programs, the instruments used being the Keystone Ophthalmic Telebinocular (two institutions), the Ophthalm-O-Graph (two institutions) and the Metronoscope (one institution).

Students are selected for remedial reading work on the following basis: personal need; a testing program; the lower 40 per cent of the student body who also fail to pass the Subject A examination in English; students below a "C" average in high school English; and diagnosis.

Six institutions report enrollment for remedial reading instruction to be voluntary and three report enrollment to be compulsory.

The students of nine institutions are retested for reading ability at the end of the instructional period.

The programs of four institutions consist also of an assigned textbook, three institutions not using a text in their programs. The textbooks used are titled as follows:

A Laboratory Course in Reading and Writing by Hemis and Christ.

Reading for Skill by Broening, Law, Wilkinson and Ziegler.

Intelligent Reading by Tenney.

Following Printed Trails by Hovious.

The factors which nine reporting institutions stated to be closely related to poor reading achievement are ranked as follows:

Low intelligence, rated first by five institutions.

Guidance and teaching, rated first by two institutions.

Personality defects, rated first by one institution.

Educational immaturity, rated first by one institution.

Environmental factors, rated second by three institutions.

Personality defects, rated second by one institution.

Sensory defects, rated second by one institution.

Guidance and teaching, rated third by three institutions.

Educational immaturity, rated third by one institution.

Sensory defects, rated fourth by three institutions.

Physical deficiencies, rated fifth by one institution.

Educational immaturity, rated fifth by one institution.

Bodily defects, rated sixth by two institutions.

Ten of the 22 institutions believe remedial reading instruction should be a part of every junior college curriculum; the remaining 12 did not answer.

Lack of time on the part of instructors and insufficient funds seem to be the two primary reasons why remedial reading programs have not been more extensively established in the junior colleges.

Although junior college administrators are becoming increasingly aware of the necessity of aiding their students with their reading difficulties, the results of this investigation emphasize the need of establishing remedial reading programs, or the offering of assistance, for the benefit of those students who, for the most part, are unknowingly in need of assistance.

New Grading System at Notre Dame

SISTER M. REGINALD HELMSING, S.S.N.D.*

The inadequacy of the systems in use for grading college students has for years been a concern of administrators and faculty alike. All realize that marks tend to influence young people to rest complacently with their achievement or to put forth greater effort to surpass their fellow students, but less often to improve themselves.

That an important function of the marking system is to aid the student in making an evaluation of her work and to stimulate her to do better is agreed among college faculties. It was this function that the faculty of Notre Dame Junior College had in mind in devising student course rating scales.

Without modification all the systems in common use, namely the percentage, the few-groups, and the fail-pass, are deficient in enabling the student to diagnose her case, to give her an analysis of her scholastic achievement, and to show her what particular phase of her work needs improvement.

Notre Dame Junior College, like most collegiate institutions, was confronted with the problem of finding an adequate marking system. The percentage system had been used, but the administration and faculty felt that a single numerical grade for a course did not give the student a fair picture of her achievement and scholastic standing. The nature of the school makes it highly motivated,† and the students really make

an effort to work up to their ability and are ready to use suggestions as to how they might improve; hence the faculty was all the more solicitous to give the students any help possible. Various grading systems were discussed, and the new system was evolved after several years of thought and discussion.

The faculty members had formulated the objectives of each course they were giving in the light of subject matter to be mastered, interests and attitudes to be developed, skills to be perfected, and applications to be made. It was but a step from these course objectives to the new grading system. One member suggested a mark for the various divisions of her subject, and it was proposed that each instructor devise a course rating scale in keeping with her own objectives. Just how to construct the scale was a problem.

Since the Junior College is a corporate college of St. Louis University, the definition of grades given in the catalog of the University was used:

"A" indicates not only high achievement but also an unusual degree of intellectual initiative.

"B" indicates an attainment above the average.

"C" indicates work of average or medium attainment.

"D" indicates works of inferior quality, but passing.

"F" indicates failure.

In the scales developed at the junior college, the quality and, in some cases, the quantity of the work expected of the student in order to merit the grade is stated for each letter used and for each outcome expected. Thus in chemistry (as in the scale in Table I), under ap-

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† The students are postulants of a religious community and study with the definite aim of becoming teachers.

TABLE I. STUDENT REPORT: GENERAL CHEMISTRY

	F. Failure	D. Passing, but inferior	C. Average	B. Attainment above average	A. Highest achievement; unusual
Application of Principles	Does very little thinking. Depends almost entirely on opinion of others	Does some thinking, but not so much as or in the manner that a college student should. No initiative	Applies principles under consideration but seldom sees wider applications. Little initiative	Sees relationships between different principles and is able to apply the ones needed to solve problems	Frequently applies theory to natural phenomena and submits possible explanations. Much initiative
Mathematical Problems	Cannot grasp problem-solving technique	Solves very few problems	Solves only minimum essentials	Solves nearly all problems by methods taught; no original attack	Solves all problems, at times submitting original solutions
Memory Work	Masters few essentials, if any	Omits some minimum essentials	Masters only minimum essentials	Masters nearly all the assigned work	Masters all the material assigned
Understanding of Laboratory Work	Cannot draw conclusions	Does not understand work. Draws few correct conclusions. Does not generalize	Understands purpose. Draws most important conclusions. At times overlooks significant details	Records essential data, but offers no comments or discussions. Draws correct conclusions. At times fails to generalize	Records all worthwhile observations with comments. Draws correct conclusions for all parts of the experiment. Generalizes well
Laboratory Technique	Very poor	Poor	Mediocre. Seeks too much help	Good as a whole, but at times careless and inaccurate	Always correct. Works neatly, orderly, economically, and independently

TABLE II. STUDENT REPORT: BEGINNING FRENCH

	F. Failure	D. Passing, but inferior	C. Average	B. Attainment above average	A. Highest achievement; unusual
Aural Mastery (ear)	Cannot transfer meaning	Requires several repetitions	Understands with little repetition	Understands the first time a thing is said	Understands easily; is eager to hear language
Spoken Mastery (tongue)	Does not attempt to speak French	Needs urging to attempt simple phrases	Attempts to answer and speak in language	Expresses self so as to be understood	Expresses self correctly and with ease
Written (hand)	40% of assignment incorrect	All assignments not complete	Hands in actual amount on time; disorderly work	All work in on time; three-fourths of work correct	Excellent work-time, construction, neatness
Translation (eye)	Is lost in a maze of words	Hesitates in literal translation	Literat translations at sight	Idiomatic translations at sight	Superior English vocabulary prepared
Pronunciation	Has no sense of language pronunciation	Attacks words falteringly, with fear and difficulty	Knows rules of pronunciation but does not always apply them	Knows and usually applies rules of pronunciation	Easy and correct attack of words with correct phrasing
Dictation and Vocabulary	Below 70%	70-76%	77-84%	85-92%	93-100%

plication of principles the quality of the work is important. Under the section on mathematical problems, quantity as well as quality is considered.

In the French classes the instructor uses the multiple approach method; consequently the logical divisions of the course rating scale are aural mastery, spoken mastery, written work, translation, pronunciation, and diction and vocabulary. (See Table II.)

The English composition course rating scale evaluates the realization of the purpose of the assignment; the thought expressed, including interpretation of facts and experiences; paragraph organization; sentence style; diction; mechanics; appearance of the paper; and the class response. The checking of the last item effected a marked change in that it influenced the students to express their opinions more freely or to participate in the class discussion.

In the English literature classes there is an appraisal of the student's knowledge of major and minor authors, characteristics of periods, and literature as an expression of life; of the power to comprehend, to evaluate thought and ideas, to enlarge the experiences, and to share the emotions of authors and periods; of the ability to detect beauty of thought, excellence of style, and qualities of permanence; of the appreciation of the intellectual and emotional types; of interest to read the best literature; and of class response and contribution.

The mathematics student is checked on her accuracy and speed in the mechanics of the fundamentals; the ability to reason, to apply the principles, and to see relationships; the correctness and completeness of assignments; the appearance of her work; the type of explanation and demonstration at the

blackboard; and on active and intelligent participation in the classes.

The divisions in the courses in history are assigned readings, class response, and tests. Under these divisions the student is checked on her ability to see causal relationships, to raise questions, to find materials, to associate persons and events, to be accurate, and to think logically.

In the course in Principles of Education, the student receives a grade on the extent to which she realizes the purpose of the course, the correctness and completeness of her assignments, the thought content of her papers, the scope of her outside reading, her use of readings to solve problems, the appearance of her papers, and her class discussions.

The music department has devised a scale in harmony which indicates the correctness of written and applied assignments, the appearance of the work, creative attitude, the application of principles to applied music, and class response.

At the end of each six-weeks' period, each instructor checks a scale for every student in her class. A single letter grade for the period is prepared from the profile obtained from the different divisions. At times comments are added by the instructor to aid the student in diagnosing her difficulties or to encourage her. In this way the student receives an analysis of her achievement and understands why she is rated an "A", "B", "C", or "D" in each ability, achievement, or appreciation which should be an outcome of the course.

All the instructors were interviewed relative to their evaluation of the new system. All agree that the minute analysis of the subject matter and the construction of the rating scales to fit the

objectives of the course was no easy task. It requires effort, alertness, and time to check the students accurately on the various phases of the work every six weeks. Some of the instructors commented on the difficulty of using the course rating scale for grading appreciations and attitudes in such subjects as literature and music; they feel that it is practically impossible to check these every six weeks; furthermore, the instructor's judgment enters, and though it should sometimes rightly do so, the fact remains that this detracts from the objectivity of the grade. Another comment received several times was that it is comparatively easy to give a rating of the individual phases of the work, but rather difficult to give a single appraisal of the whole.

In spite of the foregoing opinions, however, all are agreed that the new system is a marked improvement over the old. It influenced each instructor to formulate a new, well-defined set of functional objectives. Each instructor is forced to face her own students, for she herself issues the course rating scales; the students no longer associate the registrar's office with the suspense and sometimes disappointment connected with the receiving of grades.

Reactions to the system were requested of the students. They were unanimous in preferring the new system to the old. The favorable reasons generally given were that it points out the students' strengths, challenges them to still higher achievement, shows them what their instructors expect of them, and leads them to much closer relationships with members of the faculty. The students know whither they are going, have their intellectual abilities and attitudes analyzed, know why they are rated as they are, seek counsel of their instructors

more frequently as to how they might improve, and develop an I-want-to-learn attitude, rather than an I-can't complex. A number of the students stated that it is a stimulus to compete with themselves rather than with others. A few student comments were:

I studied the report carefully. "Inaccurate because too fast" was my teacher's complaint regarding my algebra course. This I could correct, and I decided to do it immediately. "Fails to generalize" brought out my dominant chemistry fault. I knew I was lacking something in chemistry, but I could not touch the point. My report told me plainly just what I wanted to know.

I particularly like the class response and contribution division. This is one point in which I know I am rather weak. As a future teacher I know I really should acquire the ability to make worthwhile comments and contributions; therefore I feel that this item is an invaluable aid.

If a *pupil* is fully cognizant of the intrinsic value of this report system, if she studies it conscientiously, if she tries to improve her work because of it, if she forms the correct mental attitude towards it and looks upon her report as her scholastic X-ray, she will soon become a true *student*.

In the estimation of the student body, the faculty, and the administration, the rating scales are valuable because they point out the achievements of the students not only in the course as a whole, but in each outcome that is expected. The course rating scales will be revised from time to time, as experience or changes in the objectives or content of the course may suggest.

FORESTRY CONFERENCE

Harrison-Stone-Jackson Junior College, Mississippi, was host on November 2 for a special conference on forestry for all people in Southern Mississippi interested in this field. The program was sponsored jointly by the junior college and the Mississippi division of the National Forest Service. The college is located in the heart of the DeSoto National Forest.

Secretarial Science Graduates of Colby

WILLIAM H. THOMPSON*

Most educators reach that point where they begin to wonder whether or not the exercises and subject matter to which they expose the coming generation are worth while. Many of the fruits of formal education are difficult, if not impossible, to measure. Others can be determined partially. With such thoughts in mind, an eight-year follow-up study was undertaken at Colby Junior College for Women in the spring of 1939. The department of secretarial science, having designated its courses as terminal in function, became interested in finding out whether such was the case. The original plan was to examine the secretarial science and medical secretarial science graduates, but as the questionnaire took form, some of the questions seemed pertinent to all graduates of the institution regardless of course or curriculum, so a copy was sent to all.

It, therefore, became possible to study not only the Colby secretarial groups, but those alumnae of the liberal arts courses who had supplemented their training at Colby with some secretarial study after graduation. By including the latter group, a basis for comparison was created.

The results seemed to justify all contention that the secretarial curriculum at Colby was terminal, since more than 90 per cent of both secretarial science and medical secretarial graduates reported

having had employment at some time since leaving the junior college, and well over half of them had had no formal training after leaving Colby. It is, therefore, evident that the courses studied proved sufficient to serve as an entry into positions in the business world, even though these positions were not all of a secretarial nature. Of the liberal arts group with business training from some other source, about three-fourths reported having had employment, and as this group reported a slightly higher percentage of marriages, it might be concluded that a larger number went immediately from their secretarial training to marriage without having first been employed. About one-third of the straight secretarial graduates took additional training after leaving Colby, although all of this training was not secretarial in nature.

No argument is here put forth that such advanced work was not beneficial to students, but replies indicate that they had received at least the minimum essentials of business training while in attendance at Colby. The terminal function of the courses was further emphasized by the fact that 90 per cent of the secretarial science graduates, and almost 70 per cent of the medical secretarial group reported employment in the field for which they had studied.

The most highly specialized group in the study was the medical secretarial group. It should be encouraging to the proponents of specialization that these graduates showed the greatest economic gain as well as the most uniformity. If such material criteria of success as abil-

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ity to find employment, salaries, and length of time in positions are used, this group stands out above the other two studied. They succeeded in finding employment two or three months sooner, resorted to fewer mediums for contacts with prospective employers, had a mean salary of \$2 a week higher than the other two groups, and remained, on the average, longer in their positions. For the most part, they experienced greater satisfaction with their jobs and seemed to feel that they were in the kind of positions for which they had trained. In fact, members of this group gave evidence of deeper interest in their chosen profession by their greater activities in professional organizations.

The study did not reveal any startling differences between the liberal arts graduates with their added secretarial training and those graduates of the Colby secretarial curriculum. The liberal arts group did report finding employment on an average of exactly one month sooner than the secretarial graduates, for which there may be the explanation that the advanced training was received at institutions which usually had active placement bureaus, and also that the graduates were older when they sought employment. These young women also had a more varied background. The secretarial group reported getting positions with the aid of relatives more often than the other two groups, particularly by stepping into fathers' offices. Friends played an important part in obtaining jobs for the liberal arts graduates, probably because of their attendance at metropolitan business schools where the chances for contacts were great.

There were some differences in the types of businesses employing the two groups. These differences might be traced to educational backgrounds,

rather than to chance alone. The liberal arts group reported many more positions in retail business houses, which seems compatible with the fact that a larger number of them expressed interest in retailing courses and in positions as buyers, when questioned as to vocational aims. It might also be explained by suggesting that they had had only a few months, or a minimum, of business training, and perhaps could find positions only in retail sales houses. Other things being equal, a girl with two years of liberal arts training plus some study in business courses should have a background more varied and, therefore, more adaptable to the changing demand in a retail store than is possessed by young women with two years of secretarial training only. It would seem that the latter might fit into the routine of an insurance office or of a financial business, a surmise borne out by the fact that such types of employment were most frequently reported by them.

If any conclusion is to be drawn from the reports regarding the title of the positions held, it would seem that the liberal arts graduates received more responsibility by becoming true secretaries in their first positions more readily than the other group. It is well to keep in mind, however, that some of the graduates may have overestimated their positions by calling themselves secretaries when they should have been classed more properly as stenographers.

Some of the reasons given for leaving positions were as follows: to go into new positions, marriage, temporary or seasonal positions, personal dissatisfaction, failure of the business, advanced study, illness. The most noticeable factor was that 42 percent of the secretarial graduates, as against 10 percent of the liberal arts group, left to go into new jobs or were promoted from old positions. This

fact speaks well for the quality of their work. It is also noticeable that many of the liberal arts group took temporary positions. Because a survey of the vocational aims of this latter group revealed wide interests, it may be that the liberal arts graduates were not deeply concerned with the type of position taken at first.

If salary were to be the only criterion of business success, then there is no significant difference between the secretarial and the liberal arts groups, since the average salaries are about equal.

In regard to vocational interests, there are tendencies which might be of some concern to business educators. The study showed that approximately 50 percent of the groups showed no vocational interest at all. Naturally, the results may not present the most accurate picture, but they do suggest certain queries. Are parents making the choices of vocations for the students, sending them to junior colleges to obtain secretarial training because they feel that such education is wise, or are students choosing such a course, not because they feel that they wish to look upon it as a great professional step, but so that they will have some means of earning a living?

If business education instructors are deeply concerned with vocational standards, they should wish to inculcate in their students a pride in accomplishment which will make secretarial work a vocational challenge to them, as worthy a livelihood to be followed as any other.

Of interest was a consideration of community activities entered into by these Colby graduates. Social activities ranked first. The lack of professional activities, except in the case of the medical secretarial group, seems to show again a little less concern about the vocational choice than may be desirable.

However much the educator might wish to see art, music, religion, and study groups receiving great attention among the graduates, it is also natural that the majority will find other, perhaps less challenging, activities more interesting.

Although the difference may be slight, nevertheless there was a one-month longer period elapsing for the secretarial group between the time of graduation from Colby and the first position, as compared with the other two groups. That the medical secretarial graduates were able to find employment in the average time of four weeks after leaving Colby speaks well for this new field. By both the medical secretarial and the liberal arts graduates, the institution in which they had received their secretarial training was named most often as the agency through which they obtained their positions. It is concluded, therefore, that a college placement service is desirable if the institution wishes to see its graduates in positions.

No great number of students seemed inclined to feel that the addition of further subjects to the secretarial science curriculum would have aided them particularly, yet their replies regarding their experience in positions and the courses which they found most helpful, offer a few suggestions to the curriculum builder.

Evidently a great deal of emphasis must still be placed on shorthand and typewriting, as both of these subjects still head the list of those most helpful. Since only a small group reported the use of the ediphone and dictaphone, it would seem that machine dictation has not yet seriously challenged oral dictation, notwithstanding some claims to the contrary. There must be further emphasis on business English, judging from the amount of letter composition entailed in the duties of these graduates

and from the important place assigned English as a helpful subject in all three groups. The study seems to show enough justification for the inclusion of accounting in the secretarial science curriculum, although no greater emphasis is necessary.

The report did indicate another phase of curriculum building which may not involve so much a change in the secretarial science department as in its further cooperation with the personnel set-up of the junior college. The prominence of receptionist among the professional duties checked by all three groups warrants some consideration by those training young women for such positions. This responsibility calls for something besides skills, powers, and knowledges in shorthand and typewriting and other basic subjects, and the qualities it requires may be best taught outside the classroom—poise, courtesy, resourcefulness, and some of the elusive attribute called "charm." Here the private junior college with its dormitory system can render a service which the metropolitan business college usually does not.

There were two points which may be taken as indications that the present curriculum is adequate. The increase in responsibility in positions, as shown in a trend toward jobs as secretaries and away from the simple stenographic duties, is encouraging. A noticeable trend away from purely selling duties is probably due to the fact that some of the graduates entered the field of retail selling to remain only until some vacancy occurred in the stenographic department.

The most encouraging sign in the reasons for leaving first positions was in the large number who indicated that they left for a promotion or a new position. It was to be expected that there would

be a large number of temporary positions listed by all three groups, especially in view of the depression. The fact that so many of the group had permanent positions in this period is worthy of note.

This report was based on returns from 105 secretarial science graduates, 30 medical secretarial, and 74 in liberal arts. These replies represented a 68 per cent return from the graduates in secretarial science, 90 per cent from the medical secretarial, and 74 per cent in liberal arts. Since these figures represent a large sampling, the information seemed fairly accurate, allowing for human error in framing the questionnaire and in tabulating the replies. It has yielded something on which a business educator in one institution at least could put a finger, and therefore has well repaid the expenditure of time required for making the study.

CALIFORNIA ENROLLMENT

Unpublished data furnished by the California State Department of Education show an enrollment in the public junior colleges of the state for the year 1939-40 of 82,620 students as compared with 72,189 the previous year. This is a growth of more than 10,000 students or 14 per cent during the year.

For over 300 years the American people have recognized, at first haltingly, but with a growing unity as time went on, that public education, supported by public taxation, is a fundamental right of every child. The conception of what should be included under public education has expanded time and again, to take in the kindergarten, junior and senior high schools, State and municipal universities, and more recently, junior colleges.—PAUL V. McNUTT, Federal Security Administrator.

Canned Psychology Lacks Vitamins

LOUISE OMWAKE *

Commercial "psychologists" selling new ways and means to popularity, leadership, youth and pleasure would not have been so successful financially if the legitimate psychologists had recognized earlier the importance of some non-intellectual applications of their brain children. We psychologists are trying to be scientists, and like the scientists we have forged ahead in making valuable discoveries along technical lines, leaving the mundane interpretations to opportunists who care nothing for professional acclaim but aspire to public recognition and lucrative returns. So the field is full of self-named "psychologists," who sell good personalities, a few impressive phrases and some half understood Freud for aristocratic prices. At a recent meeting of applied psychologists it was estimated that the country supports about 1500 untrained "psychologists" who are paid the equivalent of that earned by all legitimate workers in the field. We look down our erudite noses at these people while we concentrate on publishing research articles in the most scientific journals, which are read by only the professional elite. We teach results of experiments, and trust that the student will see the practical uses of the facts.

Physics and chemistry have long regarded psychology as a social study, not sufficiently exact to deserve inclusion among the biological sciences. But physics and chemistry have gone ahead in their progress without concern for the social consequences of their discov-

eries and inventions. Psychology, as the study of the individual in his environment, should be the missing link to relate man to his scientific world. If those who understand man's make-up best scorn the subject of "successful living," who but the 1500 will seek to alleviate man's perplexed state when the strings get tangled? No fact in all of psychology is quite as important to the average person as "how to get along with people." Since it is a subject about which everyone claims valid opinions, it is a field permanently poisonous to many academicians. They fail to administer prophylactic measures in college, but hope that a good applied psychologist will get the case after the subject has become a social misfit.

Facts memorized in "Psych. I" may be impressive but they may pass into oblivion before their significance becomes apparent. An instructor has a responsibility in assisting each student to form attitudes which will influence his personal life and community interests—attitudes based on facts, rational rather than emotional in content. The author has little complaint with the material covered by most of our textbooks used in junior colleges. Their purpose should not be to exhort the student to wake-up-and-live, live-alone-and-like-it, and look-eleven-years-younger (in middle life). Rather, the instructor, by a genuinely vital interest in people, should arouse enthusiasm in students for a balance of the yellows, reds, blues and browns of life, not forgetting that sunlight is composed of all of the colors.

What kinds of persons are we instruc-

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tors, apart from the Phi Beta Kappa key or the Ph.D.? Are we concerned with summer school, biographical reading, symphonic music, the political situation in Europe, and perhaps, Information Please? Good, so far—but how about an occasional descent to “We, the People,” with an interest in dancing, swimming, contract bridge, fashions, or a glance at *Esquire*? We might add travel, our professional identity slightly incognito if possible, so that we will not be treated like august pedagogues. We must be a part of society, not “apart” from society to understand people. Let us adjust ourselves socially and act the psychologists we profess to be. A knowledge of purely academic psychology is not a workable or exemplary brand of goods; it is a canned product. College students are as suggestible as children in forming a philosophy of life and conduct from admirable models. Do we in our behavior demonstrate the theories we teach in human relationships?

How about everyday thinking among our students? Do they take short cuts in thinking with such proverbs as: “He who hesitates is lost,” forgetting “Look before you leap”? Can one hear among them such poor psychology as: “I don’t like Italians because one time I knew one who . . .” “You don’t want to buy a ticket, do you?” “Good morning, isn’t this a horrible day?” “Politics are so corrupt I wouldn’t bother to vote.” “I wish he would stop saying ‘He don’t.’ It doesn’t sound good.” “I get bored when I have to be alone for an evening.” “This perfume must be better because it’s more expensive.” “My little sister told a lie about eating the candy, so I told her that the policeman would carry her away forever if she did that again.” “I don’t believe in intelligence tests.” “He must be dumb;

look at his low forehead.” “What’s the use of studying all semester when you can cram the last night and get just as good a grade?”

Here is fertile ground for psychology applied outside of the junior college classroom. Most of the chapters of our general texts are represented in the foregoing paragraph—in reverse. Do we translate the theories into usage? We want our students to understand people, to plan for themselves, to form judgments based on reason, to develop more attractive personalities, to recognize the influence of heredity, health and training in the behavior of others, to adjust their conduct to the suggestibility of children and the lack of it in elderly people. Merely the facts concerning the nervous system and glands, the history of intelligence testing, the theories of several schools of psychology, the learning and forgetting curves, and personality tests will end in “just facts” for the average student. Interpretation of data for immediate use in social situations is demanded.

Like all subjects, psychology varies in popularity among our colleges. And yet textbooks are somewhat standardized. A course that is alive derives its spark from the instructor who interprets it. A pedagogue with all of the dullness which that term connotes can offer only “caviar to the multitude.” Most college instructors who are failures can blame their lack of success on defective personalities; even more than for all other subjects, the professional study of human nature requires a balanced outlook and attractive manner in its mentor. Have we, as psychologists, made ourselves interesting personalities, or are we the queer ducks which some laymen think us—thanks to Freud and Watson and other extremists?

What Kind of Speech Education for Whom?

P. MERVILLE LARSON *

What kind of speech education should be given for whom? Before this question can be answered there are some other questions we must ask. First, what is the nature of the junior college student body? Second, what are the objectives of the speech program? The students may be classified into two general groups, terminal and pre-university, the latter made up largely of lesser pre-professional groups. The major speech objectives, training for effective communication and the development of a well-adjusted, integrated person, are certainly not different for these two groups, even though the specific objectives for the groups will differ somewhat.

Who make up the terminal group, which in most cases is the larger part of our student body? Office workers and secretaries, clerks and waiters, home makers, and the skilled or semi-skilled workers are typical representatives. While our pre-university group may not be as large, there are probably greater variations in occupational interests. Here we have the non-education pre-professional groups, the doctors, lawyers, engineers, and ministers. In the education pre-professional group we have the speech and non-speech teachers, the latter constituting by far the greater number. Then there are the speech skill professional groups, a small but rapidly growing group, the radio, movie, and stage aspirants.

Before we can determine specific objectives, we must make a job analysis in each of the areas to see just what kind

of speech training will be most valuable, and hence educationally justifiable. What kind of speech experiences do persons in these occupations have? What kind of speech abilities do they find necessary for the successful execution of their jobs? What would contribute to a happier avocational life? A survey of all the occupational fields served by the college would be necessary to answer these questions adequately. It must be emphasized that the survey should be in the area served by the college, because there may be many factors peculiar to the constituency of the college. There are also no doubt other occupational demands in many communities which I have not indicated. To illustrate, Dr. Doak Campbell, in a speech a few years ago, told of a mining community in West Virginia where the whole college curriculum was materially altered by the necessity of training a large number of foremen and semi-skilled workers in the mines.

Perhaps an arm-chair survey might prove suggestive in making an effective field survey. First, we must know our students. From what kind of homes do they come? What are their parental occupations? What are their occupational interests and why? What does their intelligence seem to be at the moment? What are their personality characteristics?

Then for the terminal students, what are the speech needs of the office worker and secretary? What voice qualities are desired by employers? Must the secretary make independent analyses of problems? Must she meet many strangers?

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Must she speak to groups? Answers to these, and other questions, would probably indicate the need for good voice and diction training, some training in delivery which would enhance poise and ease in dealing with strangers and groups, and some speech composition, which would teach her to organize and present her ideas effectively. The speech training for the home maker might not differ greatly from that of an office worker or secretary, for in the rearing of children there is probably no greater factor than a clear, well modulated, well controlled voice. Nor would knowledge of effective persuasion be out of place. And certainly the many and varied club activities of the home maker necessitate her knowing how to organize and present her ideas effectively.

For clerks and waiters substantially the same questions might be asked, but different answers received. More attention to the delivery factor, more to speech composition and persuasion, and, because the student cannot take everything, less attention to voice and diction. The same would probably apply to the filling station attendants, brush salesmen, and many others whose occupations necessitate their meeting the public constantly in selling relationships. Factory workers, semi-skilled tradesmen, and related groups would probably have least need for speech training to satisfy purely vocational needs, although with the increasing unionization of these workers, certainly the ability to organize and communicate an idea effectively is not out of order.

In the pre-university professional group we have the greatest diversity of interests and needs. Take the doctor for example, whose command of the patient's confidence depends largely on his voice, and whose curative powers often depend on his knowledge of suggestion

and motivation. And in these days of increasing emphasis on public medicine, the doctor has as great need of being an effective speaker as anyone. In engineering the need may be less apparent, but an example may serve to illustrate some needs. Not long ago I heard an engineer, who had been out in the field for a large industrial concern for 10 years, say that he had taken two hours of public speaking and 20 hours of advanced mathematics. In those 10 years he had spoken before at least 40 audiences and sold innumerable jobs to boards of directors and business heads, and then he added that he had used his advanced mathematics on two jobs. The engineer's knowledge of how to organize and communicate his ideas effectively, plus a knowledge of persuasion, may make the difference between success and failure.

The speech needs of a lawyer are obvious. He needs all the other pre-professional courses, plus public discussion and debate. The same would probably be true for the minister, although with more emphasis on discussion than debate, and the addition of interpretation.

It is no doubt superfluous to analyze the teacher's job, although the special nature of speech teaching may blind one to the nature of the work confronting the grade and rural school teachers, who constitute most of the prospective teachers in the junior college. Facing a group in the classroom, the members of the school board in session, the P.T.A. meeting, and other community clubs is part and parcel of their work. So are the reading and interpretation of stories and textbook material, and the presentation of simple plays. Hence, for such a teacher, the fundamentals course, interpretation, dramatic production, and if she has voice problems which cannot be

dealt with in the fundamentals course, a course in voice and diction. For the prospective speech teacher these are *must* courses in her preparation for entering a good university speech department. For her we should also add discussion, debate, and persuasion.

The small group of students interested in making the radio, stage or screen their life work, who must constantly deal in terms of speech activities, must of course, take every course available to them. Their requirements are substantially the same as those for the speech teacher.

These different needs have suggested certain basic courses which might be outlined as follows, according to a general plan for which I am indebted to Prof. Lew Sarett of Northwestern University: A year course in the fundamentals of speech, two, or preferably three, hours each semester, with emphasis on delivery the first semester, and composition the second; a two or three semester-hour course in interpretation, which might be taken in addition to both semesters of fundamentals, or instead of the second semester, depending on the specific needs of the student; a three hour course in public discussion and debate, or two hours of discussion, and two hours of debate; a two or three hour course in advanced speech or persuasion; a two or three hour course in interpretation; a two, three, or even four hour course in dramatic production. These courses are basic, fundamental, and should be in the curriculum of any junior college enrolling 500 or more students. By alternating years or semesters of offering some of these courses, they might even be incorporated in the curricula of smaller colleges.

For the special interest groups in radio, stage and screen, or prospective

speech majors, other courses might be offered, provided the enrollment were large enough to justify it and if the equipment and location of the college warranted their being offered. Such cases are too few in number to justify extended consideration here.

How may such a speech curriculum be applied successfully? Where the enrollment makes it possible, the various vocational groups might be placed in separate sections. While I believe such a procedure is the best, there are many factors which force me to make this suggestion with some hesitation. There may be greater value in having these students rub elbows with those of other vocational interests and getting their points of view, which will certainly be expressed in speeches. But if homogeneity of classes is not feasible or desirable, the assignments should be individualized, taking into consideration personal needs and vocational interests. This does not mean that the teacher will say, "All pre-medics will have this assignment, all pre-engineers that," but rather that the teacher should indicate the areas each might profitably explore, leaving the student considerable latitude in choice of speech subjects and materials. The subjects should tend to develop in the student a social conscience, a social awareness, as well as effective communication. In short, whatever speech course he takes should send him into the world an abler person as well as an abler speaker.

To teach junior college students effectively through speech courses we must carefully analyze our specific student problems; we must set up specific objectives designed to meet local needs; and finally, we should not go beyond the staple, substantial, basic courses, expect where in rare cases it may seem advisable.

Reports and Discussion

CONNECTICUT CONFERENCE

On Monday, September 30, 1940, the second session of the Connecticut College Conference was held in Hartford. Officers of this organization are: President, E. Everett Cortright, Director of the Junior College of Connecticut; Secretary-Treasurer, Mrs. Anita Lawrence Simpson, Coordinator of Guidance, New London Junior College, New London, Connecticut. A large group of representatives from Connecticut junior colleges attended the all-day session.

At the morning meeting, Dr. Walter Crosby Eells gave an address, illustrated by lantern slides, on the national situation in relation to a program of terminal education in junior colleges.

During the afternoon, heads of colleges and instructors met with Lawrence L. Bethel, who led a discussion of apparent Connecticut needs, opportunities and resources for terminal education in junior colleges, while student representatives from Connecticut junior colleges met with Dr. Eells to discuss aims and objectives in junior college courses.

ANITA LAWRENCE SIMPSON

Secretary

CENTRAL CALIFORNIA

On Thursday, October 17, at San Luis Obispo, California, Dr. Walter Crosby Eells, representing the Commission on Junior College Terminal Education of the American Association of Junior Colleges, met in conference with the Central California Junior College Association. This Association consists of Taft, Coalinga, Bakersfield, Visalia,

Porterville, Reedley, Santa Maria, and San Luis Obispo junior colleges.

Dr. Eells was the principal speaker of the conference. He gave a general presentation of terminal education on the junior college level in the afternoon, and followed that with two conferences, one with the administrators of the junior colleges involved and another with student representatives. The program was so arranged that the regular fall meeting of the Central California Junior College Association was held concurrently. This consisted of a faculty section and of student sections on forensics, athletics, associated men students, associated student body, and associated women students. Student sections were conducted by students and dealt with student problems, a feature to which the Central California Junior College Association gives great emphasis.

The meeting was concluded with a dinner at which Dr. Eells gave a general talk on education and students reported on sectional conferences. The talk and reports at the dinner were broadcast over KVEC, local radio station.

Officers of the Central California Junior College Association are: President, Henry A. Cross, San Luis Obispo Junior College; Vice-President, John G. Howes, Taft Junior College; Secretary-Treasurer, Glenn A. Pinkham, San Luis Obispo Junior College; Commissioner on Forensics, Elliot J. Taylor, Reedley Junior College; Commissioner on Athletics, B. E. Jamison, Porterville Junior College; Commissioner-at-large, Joel J.

Pryde, San Luis Obispo Junior College; Associated Men Students, T. S. Taber, Bakersfield Junior College; Associated Women Students, Margaret Thomas, Visalia Junior College; Faculty Representative, Lee Ralston, Coalinga Junior College; Legislative Commissioner, Grace Bird, Bakersfield Junior College; Chairman, Committee on Fees and Deposits, Leo Wolfson, Reedley Junior College; Chairman, Affiliations Committee, Grace Bird, Bakersfield Junior College.

Miss Agnes Stoodley, Dean of Women at San Luis Obispo Junior College, was in charge of the entire program.

HENRY A. CROSS

Dean

San Luis Obispo Junior College
San Luis Obispo, California

SOUTHERN CALIFORNIA

Terminal education in the junior college has been occupying the center of the stage during the past few years. Great impetus has been given this movement by the effective work that has been carried on during the past year under the direction of Dr. Walter C. Eells, Director of the Commission on Junior College Terminal Education and Secretary of the American Association of Junior Colleges.

Among the states leading in this phase of education is California. There terminal education has long since passed the theory stage and is actively engaged in furnishing specialized training for those students not intending to continue in college. One junior college in southern California is offering nearly 30 terminal curricula, including aviation, building construction, personnel work, cosmetology, recreational leadership, doctors' and dentists' assistants, forestry, stage technology, and many others. Many others throughout the state are

offering from a few to a score of terminal curricula, for the most part adapted to the needs of the local community. Education of a terminal nature has taken hold of the imagination of the faculties of California junior colleges. An example of this is the recent conference of the Southern California Junior College Association held at the University of Southern California.

Nearly 500 faculty members and 50 administrators of the 21 junior colleges in the southern section of the State association, together with representatives of 10 four-year colleges and universities, spent a day delving deeply into the various ramifications of terminal education in the junior college.

An examination of the program arranged for the October 12 conference, referred to above, indicates how this interest in terminal education penetrated nearly every phase of junior college activity. It reveals, further, the practice of the southern California junior colleges in eliciting the cooperation of business and industry in the task of making terminal education more widespread and effective.

The conference program included 19 one and one-half hour section meetings directed entirely by chairmen from the faculties of the various member schools, a one-hour general meeting with Dr. Eells as guest speaker, an administrators' luncheon and conference with Dr. Eells as chairman leader and a student conference in which only students and Dr. Eells participated.

The 19 faculty-directed section meetings included the following areas:

Business Education—Accounting, Business Education—Merchandising, Business Education—Secretarial, Counseling and Placement, Earth Sciences, Engineering, Mathematics, English (including Speech and Journalism), For-

eign Language, Home Economics, Industrial Occupations, Library, Life Sciences, Music, Philosophy and Psychology, Physical Education for Men, Physical Education for Women, Physics and Chemistry, Social Science. In addition to these 19 faculty group meetings, with attendance ranging from 10 to over 90, there were several administrative group meetings including the principals and directors, and the deans of women.

Typical of the topics discussed in the various section meetings were the following: "Art for the two-year student," "Are junior college courses terminal?" "Standards for placement" (a round-table discussion), "The National Emergency Defense Program in relation to terminal education," "Counseling and placement in terminal education," "Earth sciences for the terminal junior college student," "Pre-testing and guidance for terminal or semi-professional students in junior college," "A report on junior college terminal courses" (English section), "Problems in organizing a cosmetology program (terminal) in the public schools," "Psychology for terminal students." The above topics show the trends in the thinking of the junior college faculties participating in the conference.

Nearly 30 guest speakers appeared before the section meetings. These represented a wide variety of business, industrial, research, and higher educational institutions. A glance at the following list will illustrate the variety of contacts the Junior Colleges of Southern California made in setting up this conference. Lockheed Aircraft Corporation, New England Mutual Life Insurance Company, Research Department of Los Angeles City Schools, Buffum's Department Store, Long Beach, California, Southern California Telephone

Company, United States Army, United States Navy, United States Civil Service Commission, University of Southern California, University of California at Los Angeles, Douglas Aircraft Company, Inc., the State of California, University of California, Institute of Family Relations, Los Angeles, California Institute of Technology.

If the conference described above is at all typical of the junior colleges of the nation as a whole, as some have declared, one may say that junior college terminal education is on the march. It indicates that junior colleges are moving toward one of the goals which many leading educators have long contended should be their destination.

CECIL C. STEWART

Secretary

Pasadena Junior College
Pasadena, California

MINNESOTA MEETING

Recognition as a section of the Minnesota Educational Association will be sought by the Minnesota junior colleges as a result of a decision reached at the meeting of the group at St. Paul, October 25. Such recognition, it is felt, will foster the development of the junior college movement in the state, motivate the attendance of junior college instructors at the biennial conventions, and give junior college representatives a more influential part in the policies and programs of the association.

At the St. Paul meeting addresses were given by T. R. McConnell, Assistant Dean, College of Science and Arts, and Chairman of the University of Minnesota Committee on Educational Research, on "The Junior College and the Community," and by Royal A. Shumway, Assistant Dean for students' work, University of Minnesota, on "Early Days of Junior Colleges in Minnesota." Sev-

eral musical numbers, both vocal and instrumental, were furnished by students of Bethel Junior College.

Officers were elected as follows: President, R. D. Chadwick, Duluth Junior College; Vice President, Joseph Novak, Crosby-Ironton Junior College; Secretary, Naomi Peterson, Rochester Junior College.

DEANS OF WOMEN

The Association of Deans of Women of the Junior Colleges of Southern California met November 2, 1940, at the Vista Del Arroyo Hotel in Pasadena. The deans from eighteen junior colleges were present and discussed the possibility of their participation in various national conferences and the contributions of the Southern California schools in the fields of curriculum and placement. The institutions represented at this meeting were the following junior colleges: Antelope Valley, Chaffey, Citrus, Compton, Fullerton, Glendale, Long Beach, Los Angeles, Oceanside, Pasadena, Pomona, Riverside, San Bernardino, San Luis Obispo, Santa Ana, Santa Maria, Santa Monica, and Ventura.

The meeting was held at the annual conference of the Associated Women Students and Women's Athletic Association from these institutions. Approximately 350 women students were at this conference which opened Friday with a formal banquet at which Dr. W. Balentine Henley spoke on "Our American Heritage" and closed with a luncheon Saturday at which Dr. Pauline Frederick spoke.

The general theme of the conference was "conscription." During the discussion groups held in the morning, the students discussed the problems of their organizations together in small groups. The enthusiasm and inspiration received

at these sessions has been evidenced in the local organizations.

LOIS H. FLINT,
Secretary.

Glendale Junior College,
Glendale, California

CALIFORNIA FEDERATION

Numerous special studies are being carried on under the auspices of the California Junior College Federation during the present academic year. Included are pre-service and in-service training of teachers for terminal education curricula in junior colleges; policies involved in giving junior college credit for work experience on NYA projects, cooperative training projects and other types of work experience; coordinating junior college programs with work projects for out-of-school youth as initiated by the National Youth Administration in California; and fees charged in junior colleges.

Under the leadership of Dr. Aubrey A. Douglass, assistant superintendent of public instruction, another series of special studies has been inaugurated. Topics to be investigated are (1) What are the characteristics and educational needs of post-high school youth in California today? (2) What is the meaning of "General Education" for junior colleges today? (3) What are the characteristics of the vocational educational programs given in California junior colleges? (4) What guidance procedures are used in California junior colleges? (5) What are the characteristics and educational needs of current student population in the junior colleges? (6) What steps need to be taken to promote an improved articulation between the senior high schools and the junior colleges? (7) What are the best procedures for evaluating any local institutional program in terms of its defined objec-

tives? (8) What practices are used in placement services to graduates of terminal education courses?

KINDERGARTEN INFORMATION

The editor has received the letter reproduced below from Augusta Stuart Clay, director of the Kate Baldwin Free Kindergarten, Savannah, Georgia. Any junior college which uses a kindergarten as a laboratory in the manner indicated is asked to communicate directly with Miss Clay.

* * *

We want very much to know whether junior colleges primarily concerned in liberal arts programs use kindergartens or nursery schools as laboratories for students in home economics and science departments, and as fields for vocational guidance.

Are courses by pediatricians on the normal development, diet and care of young children included in any junior college curriculum?

We would greatly appreciate any information from you.

AUGUSTA STUART CLAY

The multiplication of colleges and universities in this country has been not only a growth in numbers but an increase in diversity. As never before in history, a free people deliberately set about to augment the facilities for higher education and adapt them to a variety of ends. The history of the land grant colleges, for example, is uniquely American. The present expansion of junior colleges finds no parallel in other lands. It seems clear that there can be no single uniform pattern for future development. Indeed, a strong case can be made for a still greater diversity among our colleges—diversity in curricula, in aims, in organization.—JAMES B. CONANT, President Harvard University.

COLBY LIBRARY

Libraries are not income-producing enterprises. But libraries pay dividends that cannot be measured in gold, and therefore appeal to many people as a good investment for funds they wish to devote to public service.

The purpose of the "Friends of the Library at Colby" is to maintain for the college an effective organization of interested alumni, faculty, trustees, and proven friends; and to make to the college library an annual gift.

We should like to take you to the Colby Library, on a brief tour of inspection. It is located in a section of Burpee Hall. In 1934, when it was moved from Colgate Hall to this new dormitory, it occupied only what is now the main reading room on the first floor and the same area on the ground floor as a periodical room. These were equipped with the traditional rectangular tables and straight chairs. In 1935 one reading alcove was added and a beginning made in introducing some of the pleasant and comfortable features of a library in one's home—upholstered chairs, a rug on the floor, and floor lamps to provide individual but indirect lighting. A newspaper room downstairs was added in the same year. By 1936, with the completion of the third unit of Burpee Hall, pressure for more reading space brought two more alcoves, the librarian's office, and a large seminar room with study tables.

In 1934 the library had 7,776 volumes, for 238 girls and faculty, in 88 courses. This year there are 379 to use the College library that now includes 11,788 volumes and current periodicals to serve the needs of 93 courses. Circulation figures for 1933-34 total 3,838 and show a per capita circulation of 16 books; in 1939-40 the total circulation is 14,448 or a per capita circulation of 36.4 books.

There are less obvious changes. The attendant at the desk calls your attention to a girl at the corner table absorbed in the art books that are spread around her. At another table is a girl with a box of 3x5 slips which she is rapidly covering with study notes in preparation for writing a semester paper in some course. Then you discover that she is but one of many at the tables, upstairs and down, engaged in similar work. The *Reader's Guide to Periodical Literature* is being worked hard by those preparing their bibliographies. In the alcove towards Kearsarge sits a girl in one of the big chairs, reading and thinking. A girl on her way to the door lets her eye stray over the titles of new books, yields to the desire to read for fun, and borrows one.

Up the stairs comes a student with a half-dozen Victrola records to be charged out to her. These include Beethoven's *Third Symphony* and Sibelius' *Finlandia*. And she is borrowing one of the portable Victrolas to be taken to her dormitory for an hour of music on Sunday afternoon. In the faculty lounge downstairs a group at work on the Camp for New Americans to be held at Colby Lodge this summer are wrestling with problems and plans for that enterprise. Walking into the newspaper room we break in upon a faculty-student conference, and excuse ourselves. The librarian explains that at present the library offers no place where a faculty member and student may confer within reach of the books with which the student is working on a particular project.

An increasing number of secondary schools have replaced most of their textbooks with source materials. Graduates of these schools are equipped to do independent work upon entrance to college. Course material has had to be

greatly broadened and kept up to date with revised editions. More and more girls come to the library and stay a longer time. The library has become a laboratory for reading and thinking.

We hope you will leave feeling that all gifts to the College library meet an immediate need and make a permanent contribution to the resources of the college. — Statement distributed at the fifth annual banquet of Friends of the Library of Colby Junior College, New Hampshire, June 8, 1940.

FOREIGN PLAYS AT BOISE*

"Her cousin's uncle had lost the green hat of her aunt."

"The black cat, whose tail was very long, was running near the large red house on the low hill."

Such meaningless sentences are no longer calculated to inspire students to burn the midnight oil in an effort to acquire a feeble acquaintance with a foreign language. Whether or not we agree with those who affirm that modern youth must be served his mental food in appetizing vessels, we teachers certainly find our work more pleasant if we are able to look into "eager young faces," rather than to stand apologetically before a wall of stolid, unresponding victims.

Many devices have been conjured up by educators yearning to champion a miraculous new system of education. For many years, educators in the field of foreign languages have been acclaiming militantly this or that "method"; but many of us have failed to discover Utopia in any of these "isms." It is our opinion that he who is a teacher in

* By Camille B. Power, Boise Junior College, Idaho, in the *Idaho Journal of Education*, April, 1940. Reprinted with permission of the author and editor.

the true sense of the word must be the creator of his own method, that he attains the maximum success in working out his problems in his individual way. This must be true, for as we know, satisfactory results have been produced by such a variety of methods.

However, there must be one fundamental principle of every successful method, and in our opinion that principle expresses itself in the effort to instill in the student the feeling that this new language is *real*, that it expresses thoughts, just as his own language does. As one means of offering our students here at Boise Junior College this opportunity of experiencing the reality of a foreign tongue, we present yearly a one-act play each in German, Spanish, and French. A public performance of the plays furnishes the incentive toward perfection of production in order to do our utmost to please our kindly clientele of townsfolk who enjoy with us this annual spiritual adventure abroad. To some of these friends it is a taste of the homeland, while to others it is a strange and curious pantomime which they comprehend (more or less vaguely, at times) by an assiduous study of the synopses printed in English on their programs. For their benefit, as well as for our own and for our friends in the high school language classes, we are careful to choose plays replete with action, comedy, and excitement. The goal of perfection of performance is, of course, purely theoretical, for we fall very short of attaining it. This perfection of theater is secondary to our actual purpose, which we do realize, indeed: that is, to transport the audience, as well as the actors, into an atmosphere such as they would find if they were in a foreign country—living, thinking, and moving as they would abroad. The situations in the

play become real, and, for a brief, fanciful period, we are no longer Americans, but Frenchmen, or Germans.

We know that a language is always artificial to us until we can actually think by means of that language. One might expect that our student actors merely repeat, parrotlike, the foreign lines they learn for their roles. At first, this is true; but after a few weeks of rehearsal, we are delighted to notice more and more a tendency to alter the lines they have memorized, and to substitute synonymous expressions. Surprisingly enough, such substitutions are generally very acceptable from the standpoint of grammar. To me, as a teacher, this is a real triumph, for I know that my aim has been accomplished—that the student is actually thinking in another language. Occasionally we find ad libbing at the final performance, another triumph from the linguistic standpoint, if not desirable from that of dramatics. For instance, last year in our Spanish play, one of the actors had forgotten to wear his overcoat. His lines made mention of his hanging up his coat. A moment before this line was to be repeated, he realized his situation—awful moment! He glanced at me in the prompter's nook. My heart missed several beats, but I was helpless. But time marched on, and without an instant's hesitation, our Barrymore changed his lines and invented another pretext for crossing to the hatrack where he was to deposit the forgotten coat. He was *thinking* in Spanish!

Experiences such as these encourage us through the endless hours of rehearsals entailed in the stupendous task of presenting a foreign language play enacted by first- and second-year students. Rehearsals, however, represent only a part of the work of the teacher who

coaches such a production. It is necessary to spend hours in training the actors privately on pronunciation and intonation. That elusive butterfly, intonation, must be captured for the play. In a class it is difficult to give the student an adequate conception of the musical quality of the language, but the play is the perfect vehicle in which to demonstrate this problem. To express a given idea, the American may lower his voice at the comma, for instance, while the Frenchman will raise his voice at that point. This makes the sentence sound silly and meaningless to the American ear, and any amount of classroom explanation may leave the student unimpressed. But to hear this point illustrated for a half or three quarters of an hour on the stage, is immediately convincing and gives him the *feel* of the language.

This brings us to the point of mass participation in the benefits of foreign language plays, "mass" referring to the whole class. Naturally every student cannot be utilized in the cast, so we select students with the best pronunciation (not the best actors) to enact the roles. This experience is, as has been demonstrated, invaluable to the actor. But the remainder of the class also participates generously in the fruits of our labor. The students are all encouraged to attend rehearsals as frequently as possible. In this way, they, too, benefit by the constant, minute corrections in pronunciation which necessarily interrupt the rehearsals constantly. The text of each play is studied carefully in class, and then by repeated attendance at the rehearsals, the listeners come to understand the spoken lines more and more completely, until they, too, have captured the illusion of being transported into a foreign land where they

are hearing the language spoken and lived.

Thus the foreign language play supplies the aesthetic thrill cherished and known so well to all those who have come to possess a second language, and so utterly incomprehensible to one who has not been privileged with such an experience. "This is *fun*," is a spontaneous sentence uttered repeatedly by the dauntless actors after long rehearsals, when I admit to a guilty feeling for daring to impose such a gargantuan task on amateurs in a foreign tongue. And on *the night*, when the first fright has given way to confidence, "This is *fun*," is whispered in the wings, and we all know the honest thrill of having done something worth while.

SEQUEL—

Time: Weeks (or months) later.

Place: The classroom.

"Oh, we had *that* in the Play."

"That's what I said before he stabbed me."

. . . and always, endless quotations which the actors seem to remember better, not forget, as the months pass.

TESTIMONIAL BY AUTHOR: *This is the truth, the whole truth, and nothing but the truth.*

A NEGLECTED AREA

October 7, 1940

Dear Dr. Eells:

There is one entire personnel area in industry which evidently is having little or no attention by the government. That area is the semi-professional one in which the junior college movement should be especially interested. The usual skilled worker seemingly does not have the theoretical background to enable him to adequately fill many important supervisory positions, while the nature of the training of the four-year engineering graduate is such as to make him unhappy in a less than full engineering position. The full engineer usually has not the kind of training

which fits in for the supervision of "practical" shop work anyway. I have discussed with several industrialists the problem of obtaining sufficient numbers of people for the secondary positions in industry, and they agree without exception that the defense program is headed for trouble unless provision is made for securing many more men than are now in sight. It will avail little if there are adequate numbers of top engineers and skilled and unskilled workers unless there are also sufficient numbers of men to interpret the work of the engineers and supervise the work of the skilled workers. Obviously no one junior college, and especially one which is only in its second year, can raise a loud enough voice to obtain a hearing from the government. But it seems to me that unless I am in error in my analysis of the situation that here may be an outstanding opportunity for the association to assume a position of leadership.

Very cordially yours,

RICHARD P. SAUNDERS

President

New London Junior College
New London, Connecticut

With many states raising the length of required school attendance, and with business "upping" its age requirements, the junior college has rapidly come into its own insofar as the acceptability of its product is concerned.—L. O. CULP in the *Balance Sheet*.

The junior college was found as an orphan on our doorsteps. We should not treat it as an orphan but as a legitimate member of the American educational family.—Carl E. Seashore, State University of Iowa, in *The Junior College Movement*.

ECONOMIC PROBLEMS

Today's issues have created a widespread demand for accurate non-technical information on current economic problems. The Twentieth Century Fund, nonpartisan research foundation, has long carried on a scientific study of major economic and social questions, such as taxation, debt, distribution, and housing. To aid students and teachers, study groups, and interested individuals in their quest for accurate information, the Fund has made available a variety of pamphlets, bulletins, poster charts, and similar study materials.

Recent Twentieth Century Fund surveys include *Facing the Tax Problem*, *The National Debt and Government Credit*, *Debts and Recovery*, *Does Distribution Cost Too Much?* and *Housing for Defense*. A special packet of materials based on the Distribution Survey, including a pamphlet, "59c of Your \$1—The Cost of Distribution," and additional bulletins and charts on specific questions in the field, has just been made available at the special rate of 25c.

Thirteen electrical transcriptions, discussing such questions as "Where the Food Money Goes," "Big and Little Business," "Intelligent Buying," and "Where the Tax Shoe Pinches" have just been released for group listening, study and discussion. They are to be played over public address systems and not to be broadcast.

All of the Fund's supplementary materials, as well as the electrical transcriptions, are available at nominal rates to cover handling and shipping costs. For further information on the Twentieth Century Fund's program and materials, write to the Education Department, Twentieth Century Fund, 330 West 42d Street, New York City.

The Junior College World

CENTENARY BUILDING

A new \$100,000 Science and Art building is nearing completion on the campus at Centenary Junior College, New Jersey. The three-story building, of brick and steel construction, is 92 feet long by 64 feet wide. It will accommodate on the first floor the home economics department; biology and chemistry lecture rooms and laboratories will occupy the second floor; the entire third floor will be given over to the art department, the enrollment in which has been showing a marked increase for the last several years. Modern equipment will be installed in each of these departments.

GUIDANCE CONFERENCE

On December 3, William Woods College and the Fulton, Missouri, Kiwanis Club sponsored a significant conference. One hundred and sixty-two high schools in 26 central Missouri counties were invited to send representatives from their senior classes to attend a vocational guidance conference at Fulton. Counselors in 34 vocational fields met with the students. The Missouri Department of Public Schools cooperated. Lloyd W. King, state superintendent of schools, addressed the students meeting in general assembly.

YOUNG BEQUEST

Williamsport Dickinson Junior College, Pennsylvania, is the recipient of a bequest of \$10,000 from the estate of the late Mrs. A. F. Young of Williamsport. This money is to be held in trust

for the maintenance of the institution until such time as additional buildings are erected, when the money is to be used for the erection of a permanent memorial. In addition, the institution became the potential beneficiary of additional portions of the estate, as it is created residuary legatee. This bequest, made public in the will of Mrs. Young, who recently died, is the last of a long series of gifts from the Young family, which began in 1896 when the late Mr. Young contributed to the building of Bradley Hall. Gifts have been made for general endowment, for school maintenance, and for the gymnasium. In 1921, the Mr. and Mrs. A. F. Young Scholarship was set up with an endowment fund of \$10,000.

PASADENA FORUM SERIES

The Adult Education Division of Pasadena Junior College, California, under the leadership of David Reidy, has organized a series of 25 lectures and discussions on international, national, and social problems for the current year. The price for the entire series is only \$1. The demand for tickets has far exceeded the number of seats available. Among the subjects announced are the following: "Is Japan Really Winning Over China?" "Europe Before and After Hitler," "Mexican Progressive Revolution," "Surveying Europe's Changing Battle Lines," "Covering the Subversive Front," "Can We Save Democracy?" "Youth on Today's Frontier," "Whither Business?" "Latin America—Its Alien Influences," "Current Literature—Today's Best Sellers,"

"What's Best in the Modern Theater?" "Migrant Labor in California," "Relief—a Federal, State and Local Problem," and "Our Government and Its Plans." Outstanding speakers, many of them with a national reputation, have been secured.

GROWTH AT AVERETT

Enrollment in the regular courses at Averett College for the current year shows an increase of 25 per cent over last year. Nineteen states are represented, the largest number of students being from Virginia. New York comes second, with North Carolina third. Approximately one-fourth of the boarding student body have homes located above the Mason-Dixon Line.

ADULT EDUCATION

The Altoona Undergraduate Center of the Pennsylvania State College co-operated with the Pennsylvania Association for Adult Education in its annual conference held this year in Altoona, October 4 and 5. Dr. J. O. Keller, President of the Association, selected R. E. Eiche, Administration Head of the Altoona Center, to head the committee on local arrangements. The classes of the local college were suspended, and the students and faculty took an active part in assisting at the conference. The College buildings were used for many of the section meetings. David B. Pugh, Director of Undergraduate Centers of the Pennsylvania State College, headed a group of Administrators of the Undergraduate Centers at the conference.

The two day conference opened with a general session Friday morning with J. Lindsay Rowland, President of Shippensburg State Teachers College, heading a symposium on "Trends in Adult Education." The afternoon was de-

voted to group sessions, with a dinner meeting closing the first day's activities. The following day was given over to a general conference on "Leadership Training" and additional group sessions. Among the prominent speakers who addressed the conference were Herbert C. Hunsaker, American Association for Adult Education; Franklin Dunham, Educational Director of the National Broadcasting Company, and Dr. and Mrs. Ralph E. Borsodi of the School of Living, Suffern, N. Y.

BARBER-SCOTIA GRANT

Barber-Scotia Junior College, North Carolina, has been given a grant of \$1,500 by the Carnegie Corporation of New York for the purchase of books for its library.

\$100,000 SCIENCE BUILDING

Mars Hill College, North Carolina, dedicated its commodious new \$100,000 science building on Founders' Day, October 12.

DR. WILSON'S ADVANCEMENT

Dr. Theodore Wilson, who for three years has been on the staff of the McDonough School as well as educational adviser for the Junior College of the University of Maryland, has been appointed to the presidency of the University of Baltimore. Dr. Wilson was formerly dean of Chevy Chase Junior College and later of National Park Seminary, two junior colleges in Maryland.

SNEAD'S NEW LIBRARY

At Snead Junior College, Alabama, the new library was opened for use this fall. Including an endowment, it represents a \$90,000 outlay. Other improvements on the campus include the renovation of the men's dormitory, improve-

ment of laboratories in commerce and science, improvements on the demonstration farm, and repairs in the dining room and other buildings.

VISUAL EDUCATION

Kemper Military School, Missouri, at the beginning of the year, had ordered 111 reels of film for its 1940-41 visual education program. About 65 per cent of the reels are sound films. The average reel is to be shown three or more times. Some will be seen by as many as five classes. The academic fields served are physics, general chemistry, organic chemistry, botany, zoology, biology, geology, music appreciation, art, commercial geography, and economics. The whole corps will view the films on health, sports, and safety. There will also be shown some military films released by the U. S. Signal Corps for training purposes.

NEW WENTWORTH DEAN

A new dean greeted returning Wentworth Military Academy cadets when Major Leon Ungles stepped into the office vacated by Major Ray Ford who resigned in August. Major Ungles, a native of Maitland, Missouri, is a graduate of the Maryville State Teachers College and the University of Missouri. He taught for six years in the Lexington high school and for four years was director of athletics at Wentworth. Last spring he received a master's degree in school administration at the University of Missouri.

NYA PROGRAM

Hereafter the NYA will depend entirely upon public high schools and junior colleges to furnish both academic and vocational training to out-of-school youth workers employed on NYA projects, as the result of an agreement

reached by the National Youth Administration, the United States Office of Education, and a group of chief State school officers and State directors of vocational education.

The NYA out-of-school program will concentrate the activities of the nearly 300,000 young men and women, 17 to 25 years of age, now employed on this program, to part-time work experience.

PENN HALL DEAN

John J. Van Noppen, III, is the new academic dean of Penn Hall Junior College and Preparatory School, Pennsylvania. He succeeds Frank C. Baldwin, whose appointment as head master of Harrisburg Academy and Junior College was reported in the September issue.

INTERMONT ENROLLMENT

Virginia Intermont College opened its fifty-seventh session with the largest overflow of applicants in the history of the college. All dormitory rooms were engaged early in the summer. The usual wide geographical distribution is noted in the student roster. Thirty-three states and foreign countries are represented, from Maine to California and from Iowa to Florida. A number of Pan-American countries appear on the roster.

MILITARY TRAINING

Donating his time for the betterment of every man student at Santa Monica Junior College, J. K. Cossmann is undertaking a training course for prospective army men. Tuesday and Thursday noons in the men's gym he helps students who are taking advantage of the opportunity to acquaint themselves with army routine. Coach Cossmann intends to teach these students elements of basic drill, including the school of the soldier, squad, platoon, and company, giving as many men as possible the experience in

the acts of command, such as corporal, lieutenant, and captain.—Santa Monica (California) *Samojac*.

FIVE PLANES PURCHASED

To meet the needs of the aviation training in primary and advanced courses at Northeast Junior College, Louisiana, five airplanes have been purchased. These include four 65 horsepower cub training planes and one Waco 220 horsepower plane. The new Waco plane, secured in October, is valued at \$8,000. Ten parachutes, costing \$2,000, have also been added to the equipment.

WACO PLANE FOR BERGEN

A new Waco airplane of 125 horsepower and requiring 2500 feet for take-off has just been purchased by the Bergen County Junior College, New Jersey. The plane is to be used in the secondary training course in the aviation program.

BECKLEY TERMINAL COURSES

Beckley College, West Virginia, is offering a six-months' course in electric welding and also a six-months' course in acetylene welding. In addition to these two trades, a popular course in gas cutting and burning is given. A one-year course in practical machine shop technique and practice is also being installed. It is thought that these two courses will be very practical to the vocationally minded boy who is seeking a terminal education with the idea of being specifically trained for a job after he has completed his junior college education. Beckley College is divided into three separate divisions: the College of Arts and Science, the Commercial College, and the Trade School. The three separate schools feature terminal programs. Starting next year, Beckley College will offer a two-year practical engineering course featuring such sub-

jects as will prepare the boy to do a practical engineering job after completion of the course.

EDITORIAL ADVISER

Byron S. Hollinshead, president of Scranton-Keystone Junior College, Pennsylvania, has been appointed editorial adviser in general and semi-professional education for the publishing firm of Houghton Mifflin and Company.

STONELEIGH ACCREDITED

Stoneleigh Junior College, New Hampshire, which was organized in 1934, has been accredited this fall by the New Hampshire State Department of Education.

WEATHERFORD BUILDING

Weatherford College will get into its new library-science building at mid-semester according to a statement made by Dr. G. C. Boswell, president. This is a \$40,000 building carrying three science rooms. The first floor will be devoted exclusively to library purposes. The building is 40 by 80 feet and was built by subscriptions from the citizenship of Weatherford. It will be paid for when completed.

FOREIGN LANGUAGES

One of every three students at Los Angeles City College is enrolled in some foreign language course. Courses in Spanish are elected most frequently, with French second, German third, Italian fourth, and Latin fifth.

LIBRARY GRANTS

Grants of \$100,000 for purchase of books for general undergraduate reading were made in October to 28 Negro colleges by the Carnegie Corporation of New York. Included in the group were three junior colleges which received

grants as follows: Barber-Scotia Junior College, North Carolina, \$1,500; Dunbar Junior College, Arkansas, \$1,500; and Fort Valley State College, Georgia, \$3,000.

DEBATE INSTITUTE

Approximately 400 delegates from the speech departments of 35 high schools and colleges attended the Glendale (California) Junior College Speech and Debate Institute November 9. J. D. Davis, Glendale Junior College instructor in public speaking, sponsored the Institute, the first of its kind on the Pacific coast. Each seminar on the various competitive speech events was preceded by an exhibit of that form of speaking. The phases represented included after-dinner, extemporaneous, oratory, and radio speaking.

WELDING EQUIPMENT

A new course in electric welding is now well under way in the shops of Oceanside - Carlsbad Junior College, California. A new 1931 electric generator has been acquired which is a two phase General Electric model developing 200 amperes.

MINNESOTA COSTS

Unpublished data from the Minnesota State Department of Education show that costs per student enrolled in the public junior colleges of the state in 1939 varied from \$116 at Itasca Junior College to \$234 at Crosby-Ironton Junior College. The median was \$151. Costs per student in average daily attendance varied from \$135 at Itasca to \$265 at Crosby-Ironton, with a median of \$178.

OKLAHOMA COURSE

At Oklahoma Agricultural and Mechanical College, Stillwater, J. Andrew Holley, head of the department of busi-

ness education, and N. Conger, dean of the school of education, will cooperate in offering a course "The Junior College," the second semester of the current year.

DEATH OF PRES. LIPSCOMB

Alexander Bigby Lipscomb, former president of David Lipscomb College, Tennessee, died in Nashville on October 4 at the age of 64 years.

PIPE ORGAN FURNISHED

Pfeiffer Junior College, North Carolina, is the recipient of \$15,000 for the purchase and upkeep of a pipe organ. The donor is G. A. Pfeiffer, of New York City.

ALUMNAE COLLEGE

Alumnae representing the 62 Stephens College Clubs returned to the campus October 23-27 for a four-day session of classes, clinics, lectures, and discussions. The program, arranged by Miss Ann Sorency, alumnae secretary, included a talk by Miss Maude Adams, head of the drama department, a program of music by Dr. Basil Gauntlett, head of the conservatory, and participation in classes and clinics typically Stephens. The plan of an alumnae college was inaugurated two years ago by Miss Sorency when she held a one-day alumnae college. Guests were so enthusiastic that the program for this year was expanded to four days.

ROTC GAINS AT PASADENA

Pasadena Junior College has become national defense minded. At least it appears to be when the all-time high of 520 men enrolled in the East Campus ROTC unit. "One reason for this large enrollment," said recently promoted Lt. Colonel Frank E. Bertholet, ROTC instructor, "is because young men are be-

coming aware of our national defense program." No conscription or draft bill forced PJC's men to join "the army," but forethought on the benefits of good physical and mental training.—*Pasadena Chronicle*.

KILGORE OIL STUDENTS

Kilgore College, Texas, opened its sixth session September 12, 1940, with 621 students enrolled—13 per cent increase over enrollment of last year. Three new instructors have been added. Forty per cent of the students are in the second year. Over 200 former students are attending senior colleges and universities.

More attention is being given to development of terminal courses in the College. Several have been offered before this year. A new cooperative course in the petroleum industry has been added, which will enable boys to attend college three days and work three days a week. One set of boys works on Monday, Wednesday, Friday and takes college work on Tuesday, Thursday and Saturday; another set works Tuesday, Thursday and Saturday, and takes college work on Monday, Wednesday and Friday. This enables the oil companies to keep their work going uninterruptedly.

Two graduate engineers, who have had five and ten years practical oil experience, are guiding the boys in this work. On days that the boys are in classes, one of their instructors provides all the latest literature on the particular job that they are performing for the companies at that time. In this way the boys are instructed by an experienced man when actually working on the practical side of the oil business. During the rest of the day they take regular subjects, most of which are related to the oil business. About 30

boys are taking this course, and are thereby enabled to stay in college by the pay from the oil companies. It looks as if the plan will prove quite successful. Practically all the major companies and independent companies have joined in giving work to the boys. They are quite interested in the plan; in fact, the advisory committee, which serves in coordinating this work, is made up largely of the representatives of the major oil companies.

In addition to the above mentioned work, Kilgore College has classes in photography, radio physics, business training and commercial art. At least 25 per cent of the students are taking all or part vocational work. Included in this is training at the flying field, where 20 students are taking lessons in flying and in other work connected with airplane motors.

BEYOND THE HEADLINES

"Beyond the Headlines" is the title of a special evening course for adults offered this year by the Junior College of Connecticut. The announcement of this course includes the following description of it:

Weekly lecture and discussion on topics to be selected for their interest as the news of the world develops. Progress of the war, both military and psychological, and evolution of American policy and sentiment to be followed closely, with emphasis on development of the capacity for independent analysis of history as it comes from the headlines.

YOU AND YOUR JOB

In his syndicated column "You and Your Job" in the Sunday press, Lyle M. Spencer, Director of Science Research Associates, in discussing the occupation of "School Teaching" said:

"Teaching opportunities are considerably better at present in junior and senior high schools, which are not affected as much by the declining birth

rate. Junior colleges, which are now the most rapidly expanding branch of our American educational system, also offer inviting opportunities to those who possess above-average graduate training. At every level, there is now a distinct trend toward higher requirements in terms of training and experience."

CITIZENSHIP RECOGNITION

The *Great Register of Citizens* is a large volume at Los Angeles City College in which each student who becomes 21 years of age inscribes his name on the day that he attains his majority. At the time of this ceremony in the office of the Director he is presented with a brochure, *Selected Documents in the Development of American Democracy*, which contains extracts from 12 important documents ranging from the Charter of Liberties of 1100 A.D. to Lincoln's Second Inaugural in 1865.

SALINAS HOMECOMING

As a feature of the third annual homecoming celebration of Salinas Junior College, California, the *Salinas Index-Journal* issued a special six-page illustrated supplement reporting the history and present activities of the institution. An enrollment of 906 students is reported, an increase of 150 over last year's record. An excellent photograph of Richard J. Werner, president since 1937, is a special feature.

RESEARCH REPORTED

Stephens College, Missouri, has initiated the publication of a new mimeographed bulletin, the *Stephens College Research Reporter*. The first issue appeared November 1. Robert Sutton is editor. It is to be a quarterly publication for the faculty of the college and will contain reports of research studies made by members of the staff.

PASADENA WAR POLL

More than 3,000 students at Pasadena Junior College expressed decisive judgments on questions related to war in a recent poll. Following are the percentages of men and of women who answered "yes" in response to nine questions asked:

	Men	Women
1. Should the U. S. enter the World War as an active fighting agent?.....	2%	7%
2. If Germany is defeated, will it prevent spread of totalitarian government?.....	50	50
3. Do you favor national conscription?.....	90	70
4. Do you favor increased armaments?.....	83	96
5. Do you think the U. S. should go to war if attacked?.....	89	98
6. Do you think the U. S. should go to war if any U. S. territory were attacked?.....	82	84
7. Do you think the U. S. should go to war if our maritime rights were violated?.....	56	44
8. Do you think the U. S. should go to war if Germany wins and attacks colonies?.....	50	40
9. Do you think the U. S. should go to war if Japan attacks the Dutch East Indies?.....	70	20

ADVISORY SERVICE

Miss Grace Bok of Chicago is engaged in the establishment of a central advisory service for a selected group of private junior colleges for women. The service is planned to give counsel and interpret junior colleges to parents and to prospective students and to act as a cohesive unit in gaining greater recognition for this type of junior college.

Miss Bok is a graduate of Northwestern University and has had ten years' experience in educational and advisory work. The plan for the service includes the following seven features:

1. To obtain as clients those private junior colleges whose standards are unquestioned.

2. To visit and to thoroughly acquaint

herself with each junior college subscribing to the service.

3. To establish a central office in Chicago.

4. To visit both private and public high schools and hold student conferences in the Chicago and Milwaukee areas.

5. To obtain, from ethical sources, names of girls interested in attending two-year institutions.

6. To form an Alumnae Board of one representative from each institute to act in an advisory capacity in furthering the modern program of the junior college.

7. To report to each junior college what has been accomplished in the service and to comment on present and changing conditions.

RADIO PLANS

Radio plans call for a five-day week schedule this year instead of the four-day plan which has been the custom at Northeast Junior College, Louisiana, for several years. Broadcasts from the Fine Arts building on the campus over station KMLB will be heard from Monday to Friday, inclusive.

Monday's "Original College Quiz" program is sponsored by Phi Theta Kappa, national junior college honor society. Competition is open to all campus organizations in answering the questions prepared by Northeast Junior College instructors and covering all fields of work. Dean C. C. Colvert, sponsor of the organization, is in charge of this feature.

Various high schools in Northeast Louisiana present the Tuesday program under the supervision of Roger C. Frisbie, head of the college music department.

Wednesday's broadcast is devoted to a program of music presented by Northeast Junior College students. The broad-

cast period Thursday is allotted to some prominent speaker and the announcement of college news. News is prepared by the journalism class and the *Pow Wow* staff.

CHEVY CHASE PRESIDENT

Kendric N. Marshall, new president of Chevy Chase Junior College, Maryland, was an instructor in government at Harvard University for ten years prior to taking his present position. Previously he taught politics and history in Lingnan University, Canton, China.

COMES FROM CANADA

L. W. Cobb, for the last three years president of Canadian Junior College, Alberta, Canada, has been appointed head of the English department of Union College, Nebraska.

KENTUCKY CONFERENCE

At the sixth annual meeting of the Kentucky Association of Colleges and Secondary Schools held at Lexington October 25-26, Dean A. A. Page of Pikeville College discussed the use of materials compiled by the registrar to improve instruction in the junior college. The Association maintains a committee on junior colleges and one on a survey of junior colleges.

ELISE ACADEMY

Elise Academy, Hemp, North Carolina, has been consolidated with the preparatory department of Presbyterian Junior College for Men at Maxton. Elise Academy was founded in 1904.

VOCATIONAL BUILDING

Contracts for a vocational school building at Hardin Junior College, Texas, were signed during November. Plans call for a fully equipped building measuring 40 by 110 feet.

From the Secretary's Desk

TERMINAL CONFERENCES

Between September 28 and November 13 the Executive Secretary in his capacity as Director of the Commission on Junior College Terminal Education conducted 20 conferences on terminal education, following the schedule reported in the November issue of the *Journal*. The conferences were well attended, with representatives from a large proportion of the junior colleges of the country, and much interest was shown in the subject. Attendance included representatives of four-year colleges and universities, state departments of education, employment services, CCC and NYA services, board members, and junior college students. Conferences and other addresses were scheduled almost daily, requiring travel in excess of 8,000 miles, most of it by air.

The general pattern of the conferences included a general meeting in the morning with an address illustrated by 70 slides by the Director, with frequently additional short addresses; an afternoon discussion group with administrators and others particularly interested; and a later afternoon conference with students selected to represent the different junior colleges in the area. Due to local conditions occasional deviations from this general pattern were sometimes desirable.

Following is a brief summary of the 20 sessions, which were attended by approximately 3,000 individuals, varying from 40 to 400 in the different conferences.

September 28. At University Club,

Boston, for junior colleges of Maine, New Hampshire, Vermont, and Massachusetts. Attendance: general session, 100; luncheon session, 90; administrators' conference, 50; student conference, 15. Additional addresses: at general session by Jesse B. Davis, Dean of School of Education of Boston University; at luncheon session by Bancroft Beatley, President of Simmons College, and by Francis L. Bain, Supervisor of National Defense Training in Boston.

September 30. At Hillyer Junior College, Hartford, for junior colleges of Connecticut. Held in connection with second annual meeting of Connecticut Junior College Conference. (See this issue of the *Journal*, page 209). Attendance: general session, 75; luncheon session, 60; administrators' conference, 40; student conference, 30. Additional conference on terminal educational needs in Connecticut, with Lawrence L. Bethel, of New Haven YMCA Junior College, as leader.

October 5. At Mount Vernon Junior College, Washington, D. C., for junior colleges of Maryland, District of Columbia, Virginia, and West Virginia. Attendance: general session, 125; administrators' conference, 45; student conference, 15. Luncheon for all attending general session as guests of Mount Vernon Seminary. Additional addresses by Malcolm MacLean, President of Hampton Institute, and by Theodore H. Wilson, President of the University of Baltimore.

October 7. At Charlotte Hotel, Char-

lotte, North Carolina, for junior colleges of North Carolina, South Carolina, and southern Virginia. Attendance: general session, 80; administrators' conference, 50; student conference, 15. Additional addresses by E. J. Coltrane, President of Brevard College, and by L. H. Campbell, President of Campbell College.

October 8. At Henry Grady Hotel, Atlanta, Georgia, for junior colleges of Georgia, Alabama, and Florida. Attendance: general session, 40; administrators' conference, 25; student conference, 3.

October 9. At Ward-Belmont School, Nashville, Tennessee, for junior colleges of Kentucky and Tennessee. Attendance: general session, 40; administrators' conference, 30; student conference, 8. Luncheon for all attending general session as guests of Ward-Belmont School.

October 10. At Edward L. Bailey Junior High School, Jackson, Mississippi, for junior colleges of Mississippi and Louisiana. Attendance: general session, 225; administrators' conference, 90; student conference, 75. Special music at general session by Hinds Junior College robed choir of 60 voices under direction of Mrs. Lucile Davis. Additional addresses by Kirby Walker, Superintendent of Jackson Schools, and by J. S. Vandiver, State Superintendent of Schools.

October 11. At Baker Hotel, Dallas, for junior colleges of Texas and southern Oklahoma. Attendance: general session, 65; administrators' conference, 45; student conference, 4.

October 12. At University of Southern California, Los Angeles, for junior colleges of southern California and Arizona. Held in connection with autumn meeting of Southern California Junior College Association. (See this

issue of the *Journal*, page 210.) Attendance: general session, 250; administrators' luncheon and conference, 60; student conference, 25. On account of inadequate space in the auditorium provided, many were unable to attend the general session. Accordingly the illustrated address was repeated for approximately 200 faculty members of Los Angeles City College on October 14, and for approximately 75 faculty members of San Bernardino Valley, Riverside, Pomona, and Chaffey junior colleges at San Bernardino, October 15. In addition the subject for discussion at 15 or more of the subject matter session meetings at Los Angeles was some aspect of terminal education.

October 17. At San Luis Obispo Junior College, San Luis Obispo, California, for junior colleges of central California. Held in connection with autumn meeting of Central California Junior College Association. (See this issue of the *Journal*, page 209.) Attendance: general session, 160; administrators' conference, 15; student conference, 30. Two radio broadcasts over station KVEC.

October 19. At Stanford University for junior colleges of northern California. Held in connection with autumn meeting of Northern California Junior College Association. Attendance: general session, 400; administrators' conference, 40; student conference, 20. Additional address by J. P. Mitchell, Registrar of Stanford University.

October 22. At Multnomah College, Portland, for junior colleges of Oregon and western Washington. Attendance: general session, 150; administrators' conference, 50; student conference, 40. Luncheon for administrators as guests of Multnomah College.

October 24. At Davenport Hotel,

Spokane, for junior colleges of eastern Washington, northern Idaho, and Montana. Attendance: general session, 70; administrators' conference, 35; student conference, 25.

October 26. At Weber College, Ogden, for junior colleges of Utah and southern Idaho. Attendance: general session, 200; administrators' conference, 50; student conference, 25. Additional addresses at general session by Charles H. Skidmore, State Superintendent of Public Instruction of Utah; by B. K. Farnsworth, President of Northwest Association of Secondary and Higher Schools; and by Eugene B. Chaffee, President of the Northwest Association of Junior Colleges. Administrative luncheon as guests of Weber College.

October 28. At Colorado Woman's College, Denver, for junior colleges of Colorado, New Mexico, and Nebraska. Attendance: general session, 65; administrators' conference, 30; student conference, 25. Luncheon for administrators and students as guests of Colorado Woman's College.

October 29. At Kansan Hotel, Topeka, for junior colleges of Kansas, Nebraska, and South Dakota. Attendance: general session, 125; administrators' conference, 60; student conference, 35.

October 30. At Kemper Military School, Boonville, for junior colleges of Missouri. Attendance: general session, 200; administrators' conference, 60; student conference, 30. Additional address by Col. A. M. Hitch, Superintendent of Kemper Military School. Administrators' conference held in connection with evening dinner as guests of Kemper.

November 1. At University of Illinois, Urbana, for junior colleges of Illinois. Held in connection with University of Illinois Annual High School Con-

ference and annual meeting of University of Illinois Junior College Conference. Attendance: general session, 200; administrators' conference, 40; student conference, 10.

November 2. At Highland Park Junior College, Highland Park, for junior colleges of Michigan and Ohio. Held in connection with autumn meeting of Michigan Association of Junior Colleges. Attendance: general session, 200; administrators' conference, 50; student conference, 25. Additional address at general session by Eugene Elliott, State Superintendent of Public Instruction of Michigan.

November 13. At Finch Junior College, New York City, for junior colleges of New York, New Jersey, and Pennsylvania. Attendance: general session, 175; administrators' conference, 75; student conference, 50. Additional address at afternoon session by Irwin Conroe, Director of the Division of Higher Education, New York State Department of Education.

Additional addresses: October 14, Pasadena, luncheon of Western Personnel Association, attendance 25. October 24, Walla Walla, dinner of Round Table Club, attendance, 25. October 25, Walla Walla, faculty and students of Whitman College, attendance, 75. October 31, Warrensburg, faculty of Central Missouri State Teachers College, attendance, 100.

Total attendance at the twenty conferences: general sessions, 2965; administrators conferences, 935; student conferences, 525; other meetings, 500.

LANTERN SLIDES

A selection of 30 of the most significant lantern slides of those used in the series of Terminal Education conferences has been made for more general use. At many of the conferences those

in attendance asked for a briefer group of slides that could be used for presentations of 30 to 40 minutes before chambers of commerce, service clubs, women's clubs, parents' organizations and similar groups. Arrangements have been made to furnish 30 2" x 2" slides, with case, and mimeographed descriptive notes, suitable for such uses, for \$6 prepaid. Orders may be sent to the Washington office.

NEW MEMBERS

The following junior colleges have joined the American Association of Junior Colleges during recent months:

Active Members

Marymount College, California
Weylister Secretarial Junior College, Connecticut
Abraham Baldwin Agricultural College, Georgia
Georgia Military College, Georgia
Gordon Military College, Georgia
Southern Branch, University of Idaho
Englewood Evening Junior College, Illinois
Evanston Collegiate Institute, Illinois
Kokomo Junior College, Indiana
Burlington Junior College, Iowa
Independence Junior College, Iowa
Muscatine Junior College, Iowa
Highland Junior College, Kansas
Pratt Junior College, Kansas
Presentation Junior College, Michigan
Spring Arbor Junior College, Michigan
East Mississippi Junior College, Mississippi
Jones County Junior College, Mississippi
Southern Christian Institute, Mississippi
Southwest Mississippi Junior College, Mississippi
Junior College of Bergen County, New Jersey
Louisburg College, North Carolina
General College of University of North Carolina
El Reno Junior College, Oklahoma
Woodward Junior College, Oklahoma
St. Helen's Hall Junior College, Oregon
Valley Forge Military Academy, Pennsylvania
Friendship Junior College, South Carolina
Houston Junior College, Texas
San Angelo College, Texas
Temple Junior College, Texas

Associate Members

Morse Junior College, Connecticut
Southeastern University Junior College, Washington, D. C.
Chamberlayne School, Massachusetts

House in the Pines, Massachusetts
Katherine Gibbs School, Massachusetts
Yellowstone Park School, Montana
Newark Junior College, New Jersey
State Normal Industrial School, North Dakota
Mt. Aloysius Junior College, Pennsylvania

VICE PRESIDENT RESIGNS

Owing to his withdrawal from the junior college field, Philip M. Bail has resigned as vice president of the American Association of Junior Colleges.

FURTHER COMMENTS

Following are extracts from additional unsolicited comments received recently concerning the new reference volume, *American Junior Colleges*:

In the arrangement of your material and in the presentation of it I think that you have set a fine standard for future editions.—RAY LYMAN WILBUR, President, Stanford University, California.

An excellent reference book and we shall make good use of it in our office. I have examined it with interest and find it complete in every detail.—DAVID SHAW DUNCAN, Chancellor, University of Denver, Colorado.

This is an extremely valuable publication and I am glad to have it on file.—WILLIAM D. CUTTER, Secretary, Council on Medical Education and Hospitals, American Medical Association, Chicago, Illinois.

Heartiest congratulations on a piece of work that not only needed to be done, but also done in such a highly satisfactory and thoroughly adequate manner.—C. E. MARQUARDT, College Examiner, Pennsylvania State College.

It will be our policy to use the standards of your various accrediting agencies in determining the ability of the applicant to meet the educational requirements for Naval Reserve Commissions.—J. K. TAUSSIG, Rear Admiral, USN., Commandant, Fifth Naval District, Norfolk, Virginia.

The first comprehensive survey of the junior colleges of the United States. It will undoubtedly prove to be extremely valuable in appraising the significance of this important phase of higher education.—JOHN BARLOW, President, Rhode Island State College.

I am very glad that such a publication has been issued and I know it will meet an important need that librarians have felt.—RALPH M. DUNBAR, Chief, Library Service Division, United States Office of Education, Washington, D. C.

Judging the New Books

CARL E. SEASHORE, *The Junior College Movement*, Henry Holt and Co., New York, 1940. 160 pages.

In this attractive little volume the distinguished dean emeritus of the Graduate School of the State University of Iowa expresses his generalized philosophy of the junior college movement after almost a half century of experience and leadership in the field of higher education. From the judgment in the opening sentence of the preface: "The junior college movement is perhaps the most significant mass movement in higher education that this or any other country has ever witnessed in an equal period of time" to the conclusion reached in the final chapter entitled "Whitherward?" that "present indications are that the junior college area will be recognized as marking off a specific unit in American education destined to become quite as distinctive as those of high school and college" the volume abounds in terse characterizations, pertinent observations, philosophical generalizations, and logical conclusions.

Chapter I deals with "Origins, Aims, and Hazards." We learn first that the author believes that "the specific issue today is this: shall public and private institutions of arts and science recognize the responsibility for terminal courses at the level of the first two years in college?" Fourteen factors in the rise of the junior college are concisely stated. Emergent trends in "the area between the high school and the college [which] is the newest frontier in American education" are presented. Hazards discussed include those of overstandard-

ization, moving too fast, the effort to cover too much ground, falling into the rut of stale academic-mindedness, and difficulty in placing graduates.

In Chapter II, "The California Experiment," the author reproduces the most significant parts of the Carnegie Foundation's 1932 survey of higher education in California, now unfortunately out of print, and devotes a dozen pages to leading lessons from the California experiment. "First and central in the outcome of the experiment is the idea of a collegiate program of training for social intelligence and vocational interests through terminal courses."

Chapter III, the longest in the book, deals with "The Junior College Area." A brief historical treatment is followed by sections on aims, present status, pre-academic curricula, terminal curricula, current samples of vocational programs, staff, and the guidance program. Those particularly interested now in the terminal aspects of the junior college program will find much to stimulate their thought in this as well as in other chapters. Those especially interested in the preparatory or transfer function will find the author's analysis of the reasons for success of junior college transfers decidedly helpful.

Chapters IV and V deal with the special problems and prospects of the two principal types of junior colleges. For the publicly controlled institutions the author reaches the conclusion that the "advantages of a complete break between the high school and the junior college far outweigh the advantages of continuity." For the privately controlled

institutions "it is reasonable to think that new sources of private beneficence may be tapped when the concept of an adequate private junior college becomes clear in the public mind."

In Chapter VI, "The Liberal Arts College," the author considers the possible effect of the junior college on various types and classes of four-year colleges and universities. He concludes that "in the current movement . . . at the level of the junior college, we should have a cooperative scheme shared by the secondary and higher institutions, public and private. We should eliminate expensive and incompetent competition, equalize educational facilities, reduce the cost, bring this education near to home, and provide for the maintenance of high standards and diversified outlets in higher education."

Chapter VII, "The Need of an Inventory," gives a description of a typical midwest town of 30,000 people and shows how the junior college can best fit the needs of this "Middletown."

Chapter VIII, "To the Professor," presents the author's views on teaching in the junior college, while Chapter IX offers similar good advice to "The Director of the Junior Division in the Standard College."

Readers of the *Junior College Journal* will be interested to learn that more than half of the footnote references are to articles published in it.

On the whole the author, from the fruits of a long lifetime of educational thought and service, has succeeded admirably in his expressed effort to present "an evaluation of this movement in a sort of bird's-eye view of the situation as a whole, in non-technical language, and in the interest of the general reader in higher education." He has succeeded in his hope "that it will help stabilize the educational ship on these

turbulent waters." It should be read by every junior college administrator, faculty member, and student of the junior college movement—and then read again!

WALTER C. EELLS

RAINARD B. ROBBINS, *College Plans for Retirement Incomes*. Columbia University Press, New York City, 1940. 253 pages.

This volume, written by the vice-president of the Teachers Insurance and Annuity Association, is addressed especially to those educational administrators whose responsibility it is to deal with the old and the new problems of "social security" within their respective institutions. It has equal significance, importance, and value to those about to inaugurate retirement systems, to those about to extend their retirement systems, and to those who must know what to do if the Federal Social Security Act should be extended to cover persons employed by educational institutions. We seem to be entering upon a new phase in the development of retirement provisions for non-academic as well as academic members of college staffs, and this book presents the fullest view of all the problems and procedures involved. Needless to say, it is recommended reading for deans, presidents, bursars, treasurers, and trustees.

GULIELMA F. ALSOP and MARY F. McBRIDE, *She's Off to College: A Girl's Guide to College Life*. Vanguard Press, New York, 1940. 278 pages.

This is another of the numerous books designed to smooth the thorny path of the prospective college student. The concrete and helpful nature of the contents reflects the fact that the material for the book was derived in large part from first-hand contact of the authors with college girls, the senior author be-

ing college physician at Barnard College. The book covers the entire range from Part I, "Getting Started", which includes chapters on planning for college, arrival, and freshman days, through "The Life of Study," "Social Life at College," and "Personal Life at College," to "Looking Toward the Future," which touches upon commencement, jobs, careers, and marriage. Final sentence: "Whatever you decide to do when you graduate from college, you will have gained intellectual training and cultural background, made friends, acquired social poise, prepared yourself for a career or marriage, or both, gained experience in political life, in habits of thought and conduct."

KENNETH I. BROWN, *A Campus Decade: The Hiram Study Plan of Intensive Courses*. University of Chicago Press, Chicago, 1940. 133 pages.

Fascinatingly presented is this story of the origin, development, trial, evaluation, and final permanent adoption of the intensive study plan at a small liberal arts college in Ohio. The Hiram Plan, beginning in 1931 with summer sessions of six weeks during which a student registered for only a single course to which he devoted all of his time, developed into an analogous plan for the full academic year. The year is divided into four quarters of nine weeks each. During each nine weeks period the student takes one "intensive course" to which he devotes four-fifths of his time, and one "continuing course" for the remaining fifth. Evaluation of the plan after three years of trial, both objectively and subjectively, on the part of faculty, students, alumni, and trustees is fully presented. Disadvantages as well as advantages are adequately presented. Junior college faculties, particularly those in the smaller privately controlled institutions especially interested in the improvement of instruction and the devel-

opment of closer personal relations between faculty and students, will find much that is stimulating and suggestive in this small volume. In the final chapter, too, on the place of the small privately controlled college in American education, privately controlled junior colleges may find inspiration and reasoning which with slight modification may be seen to fit their own situations equally well. President Brown, as he closes his decade of service at Hiram, shows clearly that there is still a place for a variety of types of higher educational institutions in the United States—and for a variety of stimulating educational experiments to be carried on in them in the effort to "assist young men and women to become in increasing measure intellectually capable, morally responsible, socially competent, physically efficient, vocationally directed, and spiritually cultured."

SAMUEL I. JONES, *Mathematical Clubs and Recreations*. Published by the author, 1122 Belvidere Drive, Nashville, Tennessee, 1940. 236 pages.

Numerous books are available on the fascinating topic of mathematical recreations but this one is unique in its presentation of a systematic discussion of mathematical clubs. Included are such topics as the purpose of such clubs, their history and development, organization, results, nature and preparation of program, suggestive programs, social activities, sample constitution, and list of books for club libraries. The 180 pages of recreations, amusements, and oddities contain old as well as new materials. Junior college instructors of mathematics, interested in more than formal classroom instruction (which ought to mean all junior college instructors of mathematics) will find this little volume very helpful.

BEN EUWEMA, *A Year's Work in Composition*. Odyssey Press, New York, 1940. 364 pages.

This is a practical text. It covers the essential principles underlying good theme-writing—both the short weekly theme and the long term paper based on research. It provides for progressive systematic work in those principles in sixty definite units of study. It contains a chapter on logic as a companion study to composition. Not too long, nor yet too sketchy, this book should serve the freshman student throughout the year as a guide in the mastery of the tools and the techniques of good writing.

NEW PUBLICATIONS RECEIVED

HARLEN M. ADAMS, *Speech Guide for Listeners and Speakers*. Stanford University Press, California, 1940. 110 pages.

MAURICE U. AMES and BERNARD JAFFE, *Laboratory and Workbook Units in Chemistry*. Consumable Edition. Silver Burdett Company, New York, 1940. 267 pages.

ROBERT RAY AURNER, *Effective English in Business*. Second Edition. South-Western Publishing Company, Cincinnati, 1940. 848 pages.

DAVID T. BLOSE and CARL A. JESSEN, *Statistics of Public High Schools, 1937-38*. Bul. 1940, No. 2, Ch. V. Federal Security Agency. U. S. Office of Education, Washington, 1940. 92 pages.

WILLIAM G. CARR, *Deliberative Committee Reports in Secondary Education: An Annotated Bibliography Prepared by the Educational Policies Commission*, American Council on Education, Washington, D. C., 1940. 40 pages.

J. HERSCHEL COFFIN, *Visual Outline of The Psychology of Personality*, Longmans Green, New York, 1940. 81 pages.

HARRISON W. CRAVER and HARRISON A. VON URFF, *Engineering Defense Training: A Booklist*, American Library Association, Chicago, 1940. 13 pages.

LESTER GABA, *Soap Carving*. Studio Publications, Inc., New York City, 1940. 80 pages.

A. WIGFALL GREEN, DUDLEY R. HUTCHERSON, WILLIAM B. LEAKE, PETE KYLE McCARTER, *Complete College Composition*. F. S. Crofts & Co., New York, 1940. 820 pages.

WALTER J. GREENLEAF, *80 New Books on Occupations*, U. S. Office of Education, Washington, D. C., 1940. 32 pages.

CHARLES O. HARDY, *Wartime Control of Prices*, Brookings Institution, Washington, D. C., 1940. 216 pages.

HENRY I. HARRIMAN (Chairman), *New Strength for America*, American Youth Commission, Washington, D. C., 1940. 12 pages.

ARCHIBALD HART and F. ARNOLD LEJEUNE, *The Growing Vocabulary: Fun and Adventure with Words*, E. P. Dutton & Co., New York, 1940. 126 pages.

LAYTON S. HAWKINS, HARRY A. JAGER, and GILES M. RUCH, *Occupational Information and Guidance: Organization and Administration*, U. S. Office of Education, Vocational Division Bulletin No. 204, Washington, D. C., 1940. 181 pages.

MIRIAM B. HUBER, *Story and Verse for Children*. Macmillan Co., New York, 1940. 857 pages.

BERNARD JAFFE, *New World of Chemistry*. Revised. Silver Burdett Company, New York, 1940. 692 pages.

EARL S. KALP and ROBERT M. MORGAN, *Democracy and Its Competitors*. Prepared for the Committee on Experimental Units of the North Central Association. Ginn & Co., Boston, 1940. 96 pages.

NATIONAL EDUCATION ASSOCIATION, *State Minimum Salary Standards for Teachers, 1940*, National Education Association, Washington, D. C., 1940. 96 pages.

WILLIAM C. REAVIS, *Evaluating the Work of the School*. (Proceedings of the Ninth Annual Conference for Administrative Officers of Public and Private Schools). University of Chicago Press, Chicago, 1940. 236 pages.

FLOYD W. REEVES (Director), *Finding the Facts About Youth*, American Youth Commission, Washington, D. C., 1940. 16 pages.

FLOYD W. REEVES (Director), *Rallying Resources for Youth*, American Youth Commission, Washington, D. C., 1940. 20 pages.

MILDRED G. RYAN, *Cues for You*. D. Appleton-Century Co., New York, 1940. 300 pages.

CHARLES R. SATTCAST, *The Administration of College and University Endowments*, Teachers College, Columbia University, New York City, 1940. 125 pages.

T. V. SMITH and MARJORIE GRENE, *From Descartes to Kant: Readings in the Philosophy of the Renaissance and Enlightenment*, University of Chicago Press, Chicago, 1940. 899 pages.

LOWELL THOMAS and BERTON BRALEY, *Stand Fast for Freedom*, John C. Winston Co., Philadelphia, 1940. 320 pages.

HUTTON WEBSTER, *History of Civilization*, D. C. Heath, Boston, 1940. 1051 pages.

Bibliography on Junior Colleges

NOTE: In making an extensive search of the junior college literature for entries bearing upon terminal education for publication in the forthcoming volume *The Literature of Junior College Terminal Education*, Miss Lois Engleman found more than 600 items which had not previously been published in this monthly bibliography. In order to make this record as complete as possible, for subsequent reference, these newly found items, in some cases published several years ago, are included with current items in a single alphabetical list, for publication during the remainder of the year. Most of the annotations have been made by Miss Engleman. A considerable number of references and annotations in the field of business education have been supplied by Miss Mildred Taft of Colby Junior College, New Hampshire. Fuller annotations, in many cases, will be found in *The Literature of Junior College Terminal Education* to be published in the near future by the Association.

3843. ABEL, JEAN, "Relating Art to Other Areas of Human Endeavor," *California Journal of Secondary Education*, 15:20-22 (January 1940).

Description of the work of two classes of the Glendale Junior College, California, art department, art appreciation and stage costume.

3844. ABERCROMBIE, ROLAND K., "The Next Step in Business Education," *Journal of Business Education*, 9:15-16 (January 1934).

The author, instructor at San Mateo Junior College, California, states: "The next step in commercial education is to round out the job training that we have so far emphasized with a course in the business fundamentals that are necessary for everyone to know." Such a course would include information of value to consumers.

3845. ABRAMS, RAY, "The Business Curriculum in the Thirteenth Year," *National Business Education Outlook*, (National Commercial Teachers Federation Sixth Year Book), 1940. pp. 334-43.

3846. ADAMS, HENRY ALBERT, "Criteria for the Establishment of Public Junior

Colleges in California," *Bulletin of the Bureau of School Service*, University of Kentucky, June 1940. 68 titles, 156 pages. For review, see *Junior College Journal* 11:174 (November 1940).

3847. ADAMS, H. M., "What About the Literacy of Freshmen?" *English Journal* (College Edition), 28:310-3 (April 1939).

A plea for a modified interpretation of literacy for junior college students since relatively few are preparing for upper division work and individual differences make regimentation and uniformity undesirable.

3848. ADE, LESTER K., "A Legislative Program for Pennsylvania: Proposals for Consideration of General Assembly Compiled," *Public Education Bulletin*, 4:1, 3-5, 8 (February 1937).

Includes one Section "F" on Secondary and Junior College Fields.

3849. AERY, WILLIAM A., "The Status of the Negro Junior College," *Education Abstracts*, 5:181 (June 1940).

Abstract of article by W. H. Martin in *Quarterly Review of Higher Education Among Negroes* 8:1-7, (January 1940).

3850. AKIN, W. P., "Report of the Commission on Curriculum Study," *Bulletin of the Association of Texas Colleges*, 2:56-59 (May 15, 1935).

Paper by dean of Texarkana Junior College, Texas, based on a survey of practices of transferring junior college credit to senior colleges. Copy of questionnaire and statistical summaries given.

3851. ALLEN, GEORGE A., "Senior High School Extension Called Junior College," Twenty-seventh Biennial Report of the Superintendent of Public Instruction, Kansas, 1929-30.

Scattered references to attendance, teachers, etc.

3852. ALLEN, GEORGE A., "Junior College Tuition," *Kansas Teacher*, 33:14

15 (June 1931).

Discussion and explanation of procedures provided by Senate Bill No. 496, for payment of tuition from public funds for students attending junior colleges.

3853. ALLEN, JOHN STUART, *Criteria for the Establishment of Public Junior Colleges*, New York University, New York City, 1936. 250 pages. (Manuscript).

Unpublished doctoral dissertation at New York University. Discusses in part one the functions of the junior college, junior college costs and support, a state program of public junior colleges; in part two, the validation of criteria; and in part three the application of criteria to communities where junior colleges have already been established and to selected cities in New York State.

3854. ALLEN, M. S., "A Functional Approach to Physics Teaching," *California Journal of Secondary Education*, 14:430-33 (November 1939).

Description of courses developed by the author at Long Beach Junior College, California, in an effort to bring about an integration of science and community life. The syllabus for the course has recently been published.

3855. AMERICAN ASSOCIATION OF COLLEGIATE REGISTRARS BULLETIN, "Program of the Nineteenth Convention, American Association of Collegiate Registrars, Section E Representatives of Junior Colleges," *American Association of Collegiate Registrars Bulletin*, 7:8 (October 1931).

Program included discussion on "How Can the Junior College Function Properly in Training for the Intermediate Fields of Employment."

3856. AMERICAN ASSOCIATION OF COLLEGIATE REGISTRARS BULLETIN, "A New Type of College," *American Association of Collegiate Registrars Bulletin*, 8:89-90 (January 1933).

Editorial expression of interest in the new junior college established by the University of Minnesota, "designed primarily to provide broadened intellectual training to that large body of students who seek an overview of modern life and of man's activities rather than specialized training."

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Statistics on junior colleges as summarized in the 1934 Directory, quoted from *School and Society*, Vol. 39, No. 996.

3859. AMERICAN EDUCATIONAL DIGEST, "Advantages of Junior College," *American Educational Digest*, 46:208 (January 1927).

Editorial comment on a quotation from J. B. Lillard of Sacramento Junior College, California.

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Criticism of over-ambitious communities by Doak S. Campbell in *Journal of Arkansas Education*.

3861. AMERICAN JOURNAL OF NURSING, "Students Appreciate Their Opportunities," *American Journal of Nursing*, 23:326 (January 1923).

A letter of appreciation of the nurses training offered in Kansas City Junior College.

3862. AMERICAN LIBRARY ASSOCIATION BULLETIN, "Junior College Booklist," *American Library Association Bulletin*, 25:155-56 (April 1931).

Announcement of publication of Edna A. Hester's list of 3500 titles recommended for junior college libraries. Change of title to *Books for Junior Colleges* noted p. 350, June 1931.

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3865. AMERICAN VOCATIONAL ASSOCIATION JOURNAL, "A Junior College of Commerce in New Orleans," *American Vocational Association Journal and News Bulletin*, 11:64 (February 1936).
- Announcement of establishment of coeducational commercial junior colleges.
3866. AMIDON, HORTON W., *The Need for a Junior College in the Capital District*, Albany, New York, 1938. 116 pages. (Manuscript)
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3868. ANDERSON, E. J., "How we Promoted and Organized a Tuition-Supported Junior College," *Illinois Teacher*, 28:41-42 (October 1939).
- Account of the steps leading up to the organization of the Maine Township Junior College, Illinois. Gives experience in securing community opinion, building public support, establishing the junior college, meeting objections, and assuring an accredited program.
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- A study undertaken to determine what subjects shall be offered in the high school and junior college commerce course.
3870. ANDERSON, JOHN A., "The Pasadena Junior College Terminal Courses," *California Journal of Secondary Education*, 12:170-73 (March 1937).
- A study of the records of Pasadena Junior College over an eleven year period 1926 to 1936.
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3877. ASSOCIATION OF TEXAS COLLEGES BULLETIN, "Official Classification of Texas Colleges, June 1, 1927—Official Standards," *Association of Texas Colleges Bulletin*, Vol. 1, No. 7, pp. 4-6 (January 10, 1928).

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General discussion and analysis of practices as indicated by catalogs of 100 junior colleges. Followed by discussion by Mr. Wilkins and Mr. Smith.

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Unpublished Master's thesis, University of Texas.

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3891. BEERS, F. S., and COX, H. M., *Guidance in the Junior College*, Athens, Georgia, 1936.
- Stresses importance of guidance in junior college and tells at length of the testing program begun in 1933 and carried on extensively in 1935 by fifteen colleges in the university system and sixteen private colleges in Georgia.
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- Fourth annual report on the program to coordinate the last two years of the high school with the two-year college. Includes excerpts from the report of the curriculum committee as adopted by the faculty, covering general principles, proposed curriculum and final exams and reports of progress.
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- Abstract of an article printed in the *High School Teacher*, 3:104-5, March 1927.
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- States that authorities in Chicago had two ideals in view in establishing junior colleges. The first was to offer preprofessional courses in engineering and later other departments, the second, to offer a two-year college term as a well-rounded course with a definite and complete industrial aim. The latter ideal has not been realized.

3902. BOLTON, HERBERT E., "Graduate Work for Junior College Teachers," *Sierra Educational News*, 13:86 (July-August 1917).

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3904. BOUCHER, CHAUNCEY, S., "The Measurement Business," *Journal of Higher Education*, 5:465-74 (December 1934).

The fruit of three years' experience in the Junior College of the University of Chicago.

3905. BOUCHER, CHAUNCEY S., "Junior Divisions," *Transactions and Proceedings of the National Association of State Universities*, Vol. 35, 1937. pp. 139-43; discussion, pp. 143-53.

President of West Virginia University says: "It seems to me the development of the junior college division within a state university, and the development of both public and private junior colleges within a state, have within them the possibilities of helping us in the state university to solve some of our problems." Recommends that state universities follow example of some California junior colleges in setting up terminal programs. Questions whether it might not be "more economical for the state and better for the students' education if we could establish the respectability of the junior college as a terminal institution, either for purposes of general education or for vocational education." Discussion by Pres. Smith of Louisiana, President McVey of University of Kentucky, who advocated emphasis on student obligations to community in social and governmental relationship; Chancellor Lindley of Kansas and others.

3906. BOUCHER, CHAUNCEY S., and BRUMBAUGH, A. J., *The Chicago College Plan: New and Enlarged Edition after Ten Years Operation of the Plan*, University of Chicago Press, Chicago, Illinois, 1940. 413 pages.

For reviews see *Junior College Journal* (October 1940), 11:115 and *Education Abstracts* (July 1940), 5:205.

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Doctoral dissertation at University of Southern California. Gives a comprehensive picture of educational situation as it relates particularly to young people of junior college age. Based upon studies of high school counseling practices, judgments of junior college students and graduates, analysis of employment office records, and other sources. Finds no need for third junior college in Orange county. Recommends many improvements in junior college personnel procedures. Abstract of four pages (122-25) printed in *Abstracts of Dissertations, The University of Southern California, 1940*, 180 pages.

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Unpublished Master's thesis at the State University of Iowa.

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